

## READY TO TEACH ACT OF 2003

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JUNE 26, 2003.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

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Mr. BOEHNER, from the Committee on Education and the Workforce, submitted the following

### R E P O R T

[To accompany H.R. 2211]

[Including cost estimate of the Congressional Budget Office]

The Committee on Education and the Workforce, to whom was referred the bill (H.R. 2211) to reauthorize title II of the Higher Education Act of 1965, having considered the same, report favorably thereon with an amendment and recommend that the bill as amended do pass.

The amendment is as follows:

Strike all after the enacting clause and insert the following:

#### SECTION 1. SHORT TITLE.

This Act may be cited as the “Ready to Teach Act of 2003”.

#### SEC. 2. TEACHER QUALITY ENHANCEMENT GRANTS.

Part A of title II of the Higher Education Act of 1965 (20 U.S.C. 1021 et seq.) is amended to read as follows:

### “PART A—TEACHER QUALITY ENHANCEMENT GRANTS FOR STATES AND PARTNERSHIPS

#### “SEC. 201. PURPOSES; DEFINITIONS.

“(a) PURPOSES.—The purposes of this part are to—

“(1) improve student academic achievement;

“(2) improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities;

“(3) hold institutions of higher education accountable for preparing highly qualified teachers; and

“(4) recruit qualified individuals, including minorities and individuals from other occupations, into the teaching force.

“(b) DEFINITIONS.—In this part:

“(1) ARTS AND SCIENCES.—The term ‘arts and sciences’ means—

“(A) when referring to an organizational unit of an institution of higher education, any academic unit that offers 1 or more academic majors in dis-

ciplines or content areas corresponding to the academic subject matter areas in which teachers provide instruction; and

“(B) when referring to a specific academic subject matter area, the disciplines or content areas in which academic majors are offered by the arts and science organizational unit.

“(2) EXEMPLARY TEACHER.—The term ‘exemplary teacher’ has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

“(3) HIGHLY QUALIFIED.—The term ‘highly qualified’ has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

“(4) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term ‘high-need local educational agency’ means a local educational agency—

“(A)(i)(I) that serves not fewer than 10,000 children from families with incomes below the poverty line; or

“(II) for which not less than 25 percent of the children served by the agency are from families with incomes below the poverty line;

“(ii) that is among those serving the highest number or percentage of children from families with incomes below the poverty line in the State, but this clause applies only in a State that has no local educational agency meeting the requirements of clause (i); or

“(iii) with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools are designated with a school locale code of 7, as determined by the Secretary; and

“(B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or

“(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

“(5) POVERTY LINE.—The term ‘poverty line’ means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

“(6) PROFESSIONAL DEVELOPMENT.—The term ‘professional development’ has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

“(7) SCIENTIFICALLY BASED READING RESEARCH.—The term ‘scientifically based reading research’ has the meaning given such term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).

“(8) SCIENTIFICALLY BASED RESEARCH.—The term ‘scientifically based research’ has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

“(9) TEACHING SKILLS.—The term ‘teaching skills’ means skills that—

“(A) are based on scientifically based research;

“(B) enable teachers to effectively convey and explain subject matter content;

“(C) lead to increased student academic achievement; and

“(D) use strategies that—

“(i) are specific to subject matter;

“(ii) include ongoing assessment of student learning;

“(iii) focus on identification and tailoring of academic instruction to students’s specific learning needs; and

“(iv) focus on classroom management.

#### “SEC. 202. STATE GRANTS.

“(a) IN GENERAL.—From amounts made available under section 210(1) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible States to enable the eligible States to carry out the activities described in subsection (d).

“(b) ELIGIBLE STATE.—

“(1) DEFINITION.—In this part, the term ‘eligible State’ means—

“(A) the Governor of a State; or

“(B) in the case of a State for which the constitution or law of such State designates another individual, entity, or agency in the State to be responsible for teacher certification and preparation activity, such individual, entity, or agency.

“(2) CONSULTATION.—The Governor or the individual, entity, or agency designated under paragraph (1) shall consult with the Governor, State board of

education, State educational agency, or State agency for higher education, as appropriate, with respect to the activities assisted under this section.

“(3) CONSTRUCTION.—Nothing in this subsection shall be construed to negate or supersede the legal authority under State law of any State agency, State entity, or State public official over programs that are under the jurisdiction of the agency, entity, or official.

“(c) APPLICATION.—To be eligible to receive a grant under this section, an eligible State shall, at the time of the initial grant application, submit an application to the Secretary that—

“(1) meets the requirement of this section;

“(2) demonstrates that the State is in full compliance with sections 207 and 208;

“(3) includes a description of how the eligible State intends to use funds provided under this section;

“(4) includes measurable objectives for the use of the funds provided under the grant;

“(5) demonstrates the State has submitted and is actively implementing a plan that meets the requirements of sections 1111(h)(1)(C)(viii) and 1119 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(h)(1)(C)(viii) and 6319); and

“(6) contains such other information and assurances as the Secretary may require.

“(d) USES OF FUNDS.—An eligible State that receives a grant under this section shall use the grant funds to reform teacher preparation requirements, to coordinate with State activities under section 2113(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6613(c)), and to ensure that current and future teachers are highly qualified, by carrying out one or more of the following activities:

“(1) REFORMS.—Ensuring that all teacher preparation programs in the State are preparing teachers who are highly qualified, and are able to use advanced technology effectively in the classroom, including use for instructional techniques to improve student academic achievement, by assisting such programs—

“(A) to retrain faculty; and

“(B) to design (or redesign) teacher preparation programs so they—

“(i) are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards; and

“(ii) promote strong teaching skills.

“(2) CERTIFICATION OR LICENSURE REQUIREMENTS.—Reforming teacher certification (including recertification) or licensing requirements to ensure that—

“(A) teachers have the subject matter knowledge and teaching skills in the academic subjects that the teachers teach necessary to help students meet challenging State student academic achievement standards; and

“(B) such requirements are aligned with challenging State academic content standards.

“(3) ALTERNATIVES TO TRADITIONAL TEACHER PREPARATION AND STATE CERTIFICATION.—Providing prospective teachers with alternative routes to State certification and traditional preparation to become highly qualified teachers through—

“(A) innovative approaches that reduce unnecessary barriers to State certification while producing highly qualified teachers;

“(B) programs that provide support to teachers during their initial years in the profession; and

“(C) alternative routes to State certification of teachers for qualified individuals, including mid-career professionals from other occupations, former military personnel, and recent college graduates with records of academic distinction.

“(4) INNOVATIVE PROGRAMS.—Planning and implementing innovative and experimental programs to enhance the ability of institutions of higher education to prepare highly qualified teachers, such as charter colleges of education or university and local educational agency partnership schools, that—

“(A) permit flexibility in meeting State requirements as long as graduates, during their initial years in the profession, increase student academic achievement;

“(B) provide long-term data gathered from teachers’ performance over multiple years in the classroom on the ability to increase student academic achievement;

“(C) ensure high-quality preparation of teachers from underrepresented groups; and

- “(D) create performance measures that can be used to document the effectiveness of innovative methods for preparing highly qualified teachers.
- “(5) MERIT PAY.—Developing, or assisting local educational agencies in developing—
- “(A) merit-based performance systems that reward teachers who increase student academic achievement; and
  - “(B) strategies that provide differential and bonus pay in high-need local educational agencies to retain—
    - “(i) principals;
    - “(ii) highly qualified teachers who teach in high-need academic subjects, such as reading, mathematics, and science;
    - “(iii) highly qualified teachers who teach in schools identified for school improvement under section 1116(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6316(b));
    - “(iv) special education teachers;
    - “(v) teachers specializing in teaching limited English proficient children; and
    - “(vi) highly qualified teachers in urban and rural schools or districts.
- “(6) TEACHER ADVANCEMENT.—Developing, or assisting local educational agencies in developing, teacher advancement and retention initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a highly qualified mentor teacher or exemplary teacher) and pay differentiation.
- “(7) TEACHER REMOVAL.—Developing and implementing effective mechanisms to ensure that local educational agencies and schools are able to remove expeditiously incompetent or unqualified teachers consistent with procedures to ensure due process for the teachers.
- “(8) TECHNICAL ASSISTANCE.—Providing technical assistance to low-performing teacher preparation programs within institutions of higher education identified under section 208(a).
- “(9) TEACHER EFFECTIVENESS.—Developing—
- “(A) systems to measure the effectiveness of teacher preparation programs and professional development programs; and
  - “(B) strategies to document gains in student academic achievement or increases in teacher mastery of the academic subjects the teachers teach as a result of such programs.
- “(10) TEACHER RECRUITMENT AND RETENTION.—Undertaking activities that—
- “(A) develop and implement effective mechanisms to ensure that local educational agencies and schools are able effectively to recruit and retain highly qualified teachers; or
  - “(B) are described in section 204(d).
- “(11) PRESCHOOL TEACHERS.—Developing strategies—
- “(A) to improve the qualifications of preschool teachers, which may include State certification for such teachers; and
  - “(B) to improve and expand preschool teacher preparation programs.
- “(e) EVALUATION.—
- “(1) EVALUATION SYSTEM.—An eligible State that receives a grant under this section shall develop and utilize a system to evaluate annually the effectiveness of teacher preparation programs and professional development activities within the State in producing gains in—
- “(A) the teacher’s annual contribution to improving student academic achievement, as measured by State academic assessments required under section 1111(b)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(3)); and
  - “(B) teacher mastery of the academic subjects they teach, as measured by pre- and post-participation tests of teacher knowledge, as appropriate.
- “(2) USE OF EVALUATION SYSTEM.—Such evaluation system shall be used by the State to evaluate—
- “(A) activities carried out using funds provided under this section; and
  - “(B) the quality of its teacher education programs.
- “(3) PUBLIC REPORTING.—The State shall make the information described in paragraph (1) widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies.
- “SEC. 203. PARTNERSHIP GRANTS.**
- “(a) GRANTS.—From amounts made available under section 210(2) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible partnerships to enable the eligible partnerships to carry out the activities described in subsections (d) and (e).

“(b) DEFINITIONS.—

“(1) ELIGIBLE PARTNERSHIPS.—In this part, the term ‘eligible partnership’ means an entity that—

“(A) shall include—

- “(i) a partner institution;
- “(ii) a school of arts and sciences;
- “(iii) a high-need local educational agency; and
- “(iv) a public or private educational organization; and

“(B) may include a Governor, State educational agency, the State board of education, the State agency for higher education, an institution of higher education not described in subparagraph (A), a public charter school, a public or private elementary school or secondary school, a public or private educational organization, a business, a science-, mathematics-, or technology-oriented entity, a faith-based or community organization, a prekindergarten program, a teacher organization, an education service agency, a consortia of local educational agencies, or a nonprofit telecommunications entity.

“(2) PARTNER INSTITUTION.—In this section, the term ‘partner institution’ means an institution of higher education, the teacher training program of which demonstrates that—

“(A) graduates from the teacher training program exhibit strong performance on State-determined qualifying assessments for new teachers through—

“(i) demonstrating that the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher’s subject matter knowledge in the content area or areas in which the teacher intends to teach; or

“(ii) being ranked among the highest-performing teacher preparation programs in the State as determined by the State—

“(I) using criteria consistent with the requirements for the State report card under section 207(a); and

“(II) using the State report card on teacher preparation required under section 207(a); or

“(B) the teacher training program requires all the students of the program to participate in intensive clinical experience, to meet high academic standards, and—

“(i) in the case of secondary school candidates, to successfully complete an academic major in the subject area in which the candidate intends to teach or to demonstrate competence through a high level of performance in relevant content areas; and

“(ii) in the case of elementary school candidates, to successfully complete an academic major in the arts and sciences or to demonstrate competence through a high level of performance in core academic subject areas.

“(c) APPLICATION.—Each eligible partnership desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall—

“(1) contain a needs assessment of all the partners with respect to teaching and learning and a description of how the partnership will coordinate with other teacher training or professional development programs, and how the activities of the partnership will be consistent with State, local, and other education reform activities that promote student academic achievement;

“(2) contain a resource assessment that describes the resources available to the partnership, the intended use of the grant funds, including a description of how the grant funds will be fairly distributed in accordance with subsection (f), and the commitment of the resources of the partnership to the activities assisted under this part, including financial support, faculty participation, time commitments, and continuation of the activities when the grant ends; and

“(3) contain a description of—

“(A) how the partnership will meet the purposes of this part;

“(B) how the partnership will carry out the activities required under subsection (d) and any permissible activities under subsection (e);

“(C) the partnership’s evaluation plan pursuant to section 206(b);

“(D) how faculty of the teacher preparation program at the partner institution will serve, over the term of the grant, with highly qualified teachers in the classrooms of the high-need local educational agency included in the partnership; and

“(E) how the partnership will ensure that teachers in private elementary and secondary schools located in the geographic areas served by an eligible partnership under this section will participate equitably in accordance with section 9501 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7881).

“(d) REQUIRED USES OF FUNDS.—An eligible partnership that receives a grant under this section shall use the grant funds to reform teacher preparation requirements, to coordinate with State activities under section 2113(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6613(c)), and to ensure that current and future teachers are highly qualified, by carrying out one or more of the following activities:

“(1) REFORMS.—Implementing reforms within teacher preparation programs to ensure that such programs are preparing teachers who are highly qualified, and are able to use advanced technology effectively in the classroom, including use for instructional techniques to improve student academic achievement, by—

“(A) retraining faculty; and

“(B) designing (or redesigning) teacher preparation programs so they—

“(i) are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards; and

“(ii) promote strong teaching skills.

“(2) CLINICAL EXPERIENCE AND INTERACTION.—Providing sustained and high-quality preservice and in-service clinical experience, including the mentoring of prospective teachers by exemplary teachers, substantially increasing interaction between faculty at institutions of higher education and new and experienced teachers, principals, and other administrators at elementary schools or secondary schools, and providing support for teachers, including preparation time and release time, for such interaction.

“(3) PROFESSIONAL DEVELOPMENT.—Creating opportunities for enhanced and ongoing professional development that improves the academic content knowledge of teachers in the subject areas in which the teachers are certified to teach or in which the teachers are working toward certification to teach, and that promotes strong teaching skills.

“(4) TEACHER PREPARATION.—Developing, or assisting local educational agencies in developing, professional development activities that—

“(A) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, limited English proficient students, and students with special learning needs; and

“(B) provide training in methods of—

“(i) improving student behavior in the classroom; and

“(ii) identifying early and appropriate interventions to help students described in subparagraph (A) learn.

“(e) ALLOWABLE USES OF FUNDS.—An eligible partnership that receives a grant under this section may use such funds to carry out the following activities:

“(1) ALTERNATIVES TO TRADITIONAL TEACHER PREPARATION AND STATE CERTIFICATION.—Providing prospective teachers with alternative routes to State certification and traditional preparation to become highly qualified teachers through—

“(A) innovative approaches that reduce unnecessary barriers to teacher preparation while producing highly qualified teachers;

“(B) programs that provide support during a teacher’s initial years in the profession; and

“(C) alternative routes to State certification of teachers for qualified individuals, including mid-career professionals from other occupations, former military personnel, and recent college graduates with records of academic distinction.

“(2) DISSEMINATION AND COORDINATION.—Broadly disseminating information on effective practices used by the partnership, and coordinating with the activities of the Governor, State board of education, State higher education agency, and State educational agency, as appropriate.

“(3) MANAGERIAL AND LEADERSHIP SKILLS.—Developing and implementing professional development programs for principals and superintendents that enable them to be effective school leaders and prepare all students to meet challenging State academic content and student academic achievement standards.

“(4) TEACHER RECRUITMENT.—Activities—

“(A) to encourage students to become highly qualified teachers, such as extracurricular enrichment activities; and

“(B) activities described in section 204(d).

“(5) CLINICAL EXPERIENCE IN SCIENCE, MATHEMATICS, AND TECHNOLOGY.—Creating opportunities for clinical experience and training, by participation in the business, research, and work environments with professionals, in areas relating to science, mathematics, and technology for teachers and prospective teachers, including opportunities for use of laboratory equipment, in order for the teacher to return to the classroom for at least 2 years and provide instruction that will raise student academic achievement.

“(6) COORDINATION WITH COMMUNITY COLLEGES.—Coordinating with community colleges to implement teacher preparation programs, including through distance learning, for the purposes of allowing prospective teachers—

“(A) to attain a bachelor’s degree and State certification or licensure; and

“(B) to become highly qualified teachers.

“(f) SPECIAL RULE.—At least 50 percent of the funds made available to an eligible partnership under this section shall be used directly to benefit the high-need local educational agency included in the partnership. Any entity described in subsection (b)(1)(A) may be the fiscal agent under this section.

“(g) CONSTRUCTION.—Nothing in this section shall be construed to prohibit an eligible partnership from using grant funds to coordinate with the activities of more than one Governor, State board of education, State educational agency, local educational agency, or State agency for higher education.

#### “SEC. 204. TEACHER RECRUITMENT GRANTS.

“(a) PROGRAM AUTHORIZED.—From amounts made available under section 210(3) for a fiscal year, the Secretary is authorized to award grants, on a competitive basis, to eligible applicants to enable the eligible applicants to carry out activities described in subsection (d).

“(b) ELIGIBLE APPLICANT DEFINED.—In this part, the term ‘eligible applicant’ means—

“(1) an eligible State described in section 202(b); or

“(2) an eligible partnership described in section 203(b).

“(c) APPLICATION.—Any eligible applicant desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require, including—

“(1) a description of the assessment that the eligible applicant, and the other entities with whom the eligible applicant will carry out the grant activities, have undertaken to determine the most critical needs of the participating high-need local educational agencies;

“(2) a description of the activities the eligible applicant will carry out with the grant, including the extent to which the applicant will use funds to recruit minority students to become highly qualified teachers; and

“(3) a description of the eligible applicant’s plan for continuing the activities carried out with the grant, once Federal funding ceases.

“(d) USES OF FUNDS.—Each eligible applicant receiving a grant under this section shall use the grant funds—

“(1)(A) to award scholarships to help students, such as individuals who have been accepted for their first year, or who are enrolled in their first or second year, of a program of undergraduate education at an institution of higher education, pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;

“(B) to provide support services, if needed to enable scholarship recipients—

“(i) to complete postsecondary education programs; or

“(ii) to transition from a career outside of the field of education into a teaching career; and

“(C) for followup services provided to former scholarship recipients during the recipients first 3 years of teaching; or

“(2) to develop and implement effective mechanisms to ensure that high-need local educational agencies and schools are able effectively to recruit highly qualified teachers.

“(e) ADDITIONAL DISCRETIONARY USES OF FUNDS.—In addition to the uses described in subsection (d), each eligible applicant receiving a grant under this section may use the grant funds to develop and implement effective mechanisms to recruit into the teaching profession employees from—

“(1) high-demand industries, including technology industries; and

“(2) the fields of science, mathematics, and engineering.

“(f) SERVICE REQUIREMENTS.—

“(1) IN GENERAL.—The Secretary shall establish such requirements as the Secretary determines necessary to ensure that recipients of scholarships under this section who complete teacher education programs—

“(A) subsequently teach in a high-need local educational agency for a period of time equivalent to—

“(i) one year; increased by

“(ii) the period for which the recipient received scholarship assistance; or

“(B) repay the amount of the scholarship.

“(2) USE OF REPAYMENTS.—The Secretary shall use any such repayments to carry out additional activities under this section.

“(g) PRIORITY.—The Secretary shall give priority under this section to eligible applicants who provide an assurance that they will recruit a high percentage of minority students to become highly qualified teachers.

**“SEC. 205. ADMINISTRATIVE PROVISIONS.**

“(a) DURATION; ONE-TIME AWARDS; PAYMENTS.—

“(1) DURATION.—

“(A) ELIGIBLE STATES AND ELIGIBLE APPLICANTS.—Grants awarded to eligible States and eligible applicants under this part shall be awarded for a period not to exceed 3 years.

“(B) ELIGIBLE PARTNERSHIPS.—Grants awarded to eligible partnerships under this part shall be awarded for a period of 5 years.

“(2) ONE-TIME AWARD.—An eligible partnership may receive a grant under each of sections 203 and 204, as amended by the Ready to Teach Act of 2003, only once.

“(3) PAYMENTS.—The Secretary shall make annual payments of grant funds awarded under this part.

“(b) PEER REVIEW.—

“(1) PANEL.—The Secretary shall provide the applications submitted under this part to a peer review panel for evaluation. With respect to each application, the peer review panel shall initially recommend the application for funding or for disapproval.

“(2) PRIORITY.—In recommending applications to the Secretary for funding under this part, the panel shall—

“(A) with respect to grants under section 202, give priority to eligible States serving States that—

“(i) have initiatives to reform State teacher certification requirements that are based on rigorous academic content, scientifically based research, including scientifically based reading research, and challenging State student academic content standards;

“(ii) include innovative reforms to hold institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly qualified and have strong teaching skills; or

“(iii) involve the development of innovative efforts aimed at reducing the shortage of highly qualified teachers in high poverty urban and rural areas; and

“(B) with respect to grants under section 203—

“(i) give priority to applications from broad-based eligible partnerships that involve businesses and community organizations; and

“(ii) take into consideration—

“(I) providing an equitable geographic distribution of the grants throughout the United States; and

“(II) the potential of the proposed activities for creating improvement and positive change.

“(3) SECRETARIAL SELECTION.—The Secretary shall determine, based on the peer review process, which application shall receive funding and the amounts of the grants. In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this part and the types of activities proposed to be carried out.

“(c) MATCHING REQUIREMENTS.—

“(1) STATE GRANTS.—Each eligible State receiving a grant under section 202 or 204 shall provide, from non-Federal sources, an amount equal to 50 percent of the amount of the grant (in cash or in kind) to carry out the activities supported by the grant.

“(2) PARTNERSHIP GRANTS.—Each eligible partnership receiving a grant under section 203 or 204 shall provide, from non-Federal sources (in cash or in kind), an amount equal to 25 percent of the grant for the first year of the grant, 35 percent of the grant for the second year of the grant, and 50 percent of the grant for each succeeding year of the grant.



“(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—An eligible State or eligible partnership that receives a grant under this part may not use more than 2 percent of the grant funds for purposes of administering the grant.

**“SEC. 206. ACCOUNTABILITY AND EVALUATION.**

“(a) STATE GRANT ACCOUNTABILITY REPORT.—An eligible State that receives a grant under section 202 shall submit an annual accountability report to the Secretary, the Committee on Health, Education, Labor, and Pensions of the Senate, and the Committee on Education and the Workforce of the House of Representatives. Such report shall include a description of the degree to which the eligible State, in using funds provided under such section, has made substantial progress in meeting the following goals:

“(1) PERCENTAGE OF HIGHLY QUALIFIED TEACHERS.—Increasing the percentage of highly qualified teachers in the State as required by section 1119 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6319).

“(2) STUDENT ACADEMIC ACHIEVEMENT.—Increasing student academic achievement for all students as defined by the eligible State.

“(3) RAISING STANDARDS.—Raising the State academic standards required to enter the teaching profession as a highly qualified teacher.

“(4) INITIAL CERTIFICATION OR LICENSURE.—Increasing success in the pass rate for initial State teacher certification or licensure, or increasing the numbers of qualified individuals being certified or licensed as teachers through alternative programs.

“(5) DECREASING TEACHER SHORTAGES.—Decreasing shortages of highly qualified teachers in poor urban and rural areas.

“(6) INCREASING OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT.—Increasing opportunities for enhanced and ongoing professional development that—

“(A) improves the academic content knowledge of teachers in the subject areas in which the teachers are certified or licensed to teach or in which the teachers are working toward certification or licensure to teach; and

“(B) promotes strong teaching skills.

“(7) TECHNOLOGY INTEGRATION.—Increasing the number of teachers prepared effectively to integrate technology into curricula and instruction and who use technology to collect, manage, and analyze data to improve teaching, learning, and decisionmaking for the purpose of increasing student academic achievement.

“(b) ELIGIBLE PARTNERSHIP EVALUATION.—Each eligible partnership receiving a grant under section 203 shall establish, and include in the application submitted under section 203(c), an evaluation plan that includes strong performance objectives. The plan shall include objectives and measures for—

“(1) increased student achievement for all students as measured by the partnership;

“(2) increased teacher retention in the first 3 years of a teacher’s career;

“(3) increased success in the pass rate for initial State certification or licensure of teachers;

“(4) increased percentage of highly qualified teachers; and

“(5) increasing the number of teachers trained effectively to integrate technology into curricula and instruction and who use technology to collect, manage, and analyze data to improve teaching, learning, and decisionmaking for the purpose of improving student academic achievement.

**“(c) REVOCATION OF GRANT.—**

“(1) REPORT.—Each eligible State or eligible partnership receiving a grant under section 202 or 203 shall report annually on the progress of the eligible State or eligible partnership toward meeting the purposes of this part and the goals, objectives, and measures described in subsections (a) and (b).

**“(2) REVOCATION.—**

“(A) ELIGIBLE STATES AND ELIGIBLE APPLICANTS.—If the Secretary determines that an eligible State or eligible applicant is not making substantial progress in meeting the purposes, goals, objectives, and measures, as appropriate, by the end of the second year of a grant under this part, then the grant payment shall not be made for the third year of the grant.

“(B) ELIGIBLE PARTNERSHIPS.—If the Secretary determines that an eligible partnership is not making substantial progress in meeting the purposes, goals, objectives, and measures, as appropriate, by the end of the third year of a grant under this part, then the grant payments shall not be made for any succeeding year of the grant.

“(d) EVALUATION AND DISSEMINATION.—The Secretary shall evaluate the activities funded under this part and report annually the Secretary’s findings regarding the activities to the Committee on Health, Education, Labor, and Pensions of the Senate

and the Committee on Education and the Workforce of the House of Representatives. The Secretary shall broadly disseminate successful practices developed by eligible States and eligible partnerships under this part, and shall broadly disseminate information regarding such practices that were found to be ineffective.

**“SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS.**

“(a) **STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION.**—Each State that receives funds under this Act shall provide to the Secretary annually, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, a State report card on the quality of teacher preparation in the State, both for traditional certification or licensure programs and for alternative certification or licensure programs, which shall include at least the following:

“(1) A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State.

“(2) The standards and criteria that prospective teachers must meet in order to attain initial teacher certification or licensure and to be certified or licensed to teach particular subjects or in particular grades within the State.

“(3) A description of the extent to which the assessments and requirements described in paragraph (1) are aligned with the State’s standards and assessments for students.

“(4) The percentage of students who have completed at least 50 percent of the requirements for a teacher preparation program at an institution of higher education or alternative certification program and who have taken and passed each of the assessments used by the State for teacher certification and licensure, and the passing score on each assessment that determines whether a candidate has passed that assessment.

“(5) The percentage of students who have completed at least 50 percent of the requirements for a teacher preparation program at an institution of higher education or alternative certification program and who have taken and passed each of the assessments used by the State for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that State from which the teacher candidate received the candidate’s most recent degree, which shall be made available widely and publicly.

“(6) A description of each State’s alternative routes to teacher certification, if any, and the number and percentage of teachers certified through each alternative certification route who pass State teacher certification or licensure assessments.

“(7) For each State, a description of proposed criteria for assessing the performance of teacher preparation programs in the State, including indicators of teacher candidate skills and academic content knowledge and evidence of gains in student academic achievement.

“(8) For each teacher preparation program in the State, the number of students in the program, the average number of hours of supervised practice teaching required for those in the program, and the number of full-time equivalent faculty and students in supervised practice teaching.

“(b) **REPORT OF THE SECRETARY ON THE QUALITY OF TEACHER PREPARATION.**—

“(1) **REPORT CARD.**—The Secretary shall provide to Congress, and publish and make widely available, a report card on teacher qualifications and preparation in the United States, including all the information reported in paragraphs (1) through (8) of subsection (a). Such report shall identify States for which eligible States and eligible partnerships received a grant under this part. Such report shall be so provided, published and made available annually.

“(2) **REPORT TO CONGRESS.**—The Secretary shall report to Congress—

“(A) a comparison of States’ efforts to improve teaching quality; and

“(B) regarding the national mean and median scores on any standardized test that is used in more than 1 State for teacher certification or licensure.

“(3) **SPECIAL RULE.**—In the case of programs with fewer than 10 students who have completed at least 50 percent of the requirements for a teacher preparation program taking any single initial teacher certification or licensure assessment during an academic year, the Secretary shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

“(c) **COORDINATION.**—The Secretary, to the extent practicable, shall coordinate the information collected and published under this part among States for individuals who took State teacher certification or licensure assessments in a State other than the State in which the individual received the individual’s most recent degree.

“(d) **INSTITUTION AND PROGRAM REPORT CARDS ON QUALITY OF TEACHER PREPARATION.**—

“(1) REPORT CARD.—Each institution of higher education or alternative certification program that conducts a teacher preparation program that enrolls students receiving Federal assistance under this Act shall report annually to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, both for traditional certification or licensure programs and for alternative certification or licensure programs, the following information:

“(A) PASS RATE.—(i) For the most recent year for which the information is available, the pass rate of each student who has completed at least 50 percent of the requirements for the teacher preparation program on the teacher certification or licensure assessments of the State in which the institution is located, but only for those students who took those assessments within 3 years of receiving a degree from the institution or completing the program.

“(ii) A comparison of the institution or program’s pass rate for students who have completed at least 50 percent of the requirements for the teacher preparation program with the average pass rate for institutions and programs in the State.

“(iii) A comparison of the institution or program’s average raw score for students who have completed at least 50 percent of the requirements for the teacher preparation program with the average raw scores for institutions and programs in the State.

“(iv) In the case of programs with fewer than 10 students who have completed at least 50 percent of the requirements for a teacher preparation program taking any single initial teacher certification or licensure assessment during an academic year, the institution shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

“(B) PROGRAM INFORMATION.—The number of students in the program, the average number of hours of supervised practice teaching required for those in the program, and the number of full-time equivalent faculty and students in supervised practice teaching.

“(C) STATEMENT.—In States that require approval or accreditation of teacher education programs, a statement of whether the institution’s program is so approved or accredited, and by whom.

“(D) DESIGNATION AS LOW-PERFORMING.—Whether the program has been designated as low-performing by the State under section 208(a).

“(2) REQUIREMENT.—The information described in paragraph (1) shall be reported through publications such as school catalogs and promotional materials sent to potential applicants, secondary school guidance counselors, and prospective employers of the institution’s program graduates, including materials sent by electronic means.

“(3) FINES.—In addition to the actions authorized in section 487(c), the Secretary may impose a fine not to exceed \$25,000 on an institution of higher education for failure to provide the information described in this subsection in a timely or accurate manner.

“(e) DATA QUALITY.—Either—

“(1) the Governor of the State; or

“(2) in the case of a State for which the constitution or law of such State designates another individual, entity, or agency in the State to be responsible for teacher certification and preparation activity, such individual, entity, or agency; shall attest annually, in writing, as to the reliability, validity, integrity, and accuracy of the data submitted pursuant to this section.

**“SEC. 208. STATE FUNCTIONS.**

“(a) STATE ASSESSMENT.—In order to receive funds under this Act, a State shall have in place a procedure to identify and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such State shall provide the Secretary an annual list of such low-performing institutions that includes an identification of those institutions at risk of being placed on such list. Such levels of performance shall be determined solely by the State and may include criteria based upon information collected pursuant to this part. Such assessment shall be described in the report under section 207(a).

“(b) TERMINATION OF ELIGIBILITY.—Any institution of higher education that offers a program of teacher preparation in which the State has withdrawn the State’s approval or terminated the State’s financial support due to the low performance of the institution’s teacher preparation program based upon the State assessment described in subsection (a)—

“(1) shall be ineligible for any funding for professional development activities awarded by the Department of Education; and

“(2) shall not be permitted to accept or enroll any student who receives aid under title IV of this Act in the institution’s teacher preparation program.

**“SEC. 209. GENERAL PROVISIONS.**

“(a) METHODS.—In complying with sections 207 and 208, the Secretary shall ensure that States and institutions of higher education use fair and equitable methods in reporting and that the reporting methods do not allow identification of individuals.

“(b) SPECIAL RULE.—For each State in which there are no State certification or licensure assessments, or for States that do not set minimum performance levels on those assessments—

“(1) the Secretary shall, to the extent practicable, collect data comparable to the data required under this part from States, local educational agencies, institutions of higher education, or other entities that administer such assessments to teachers or prospective teachers; and

“(2) notwithstanding any other provision of this part, the Secretary shall use such data to carry out requirements of this part related to assessments or pass rates.

“(c) LIMITATIONS.—

“(1) FEDERAL CONTROL PROHIBITED.—Nothing in this part shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to prohibit private, religious, or home schools from participation in programs or services under this part.

“(2) NO CHANGE IN STATE CONTROL ENCOURAGED OR REQUIRED.—Nothing in this part shall be construed to encourage or require any change in a State’s treatment of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law.

“(3) NATIONAL SYSTEM OF TEACHER CERTIFICATION PROHIBITED.—Nothing in this part shall be construed to permit, allow, encourage, or authorize the Secretary to establish or support any national system of teacher certification.

**“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

“There are authorized to be appropriated to carry out this part \$300,000,000 for fiscal year 2004 and such sums as may be necessary for each of the 4 succeeding fiscal years, of which—

“(1) 45 percent shall be available for each fiscal year to award grants under section 202;

“(2) 45 percent shall be available for each fiscal year to award grants under section 203; and

“(3) 10 percent shall be available for each fiscal year to award grants under section 204.”.

**SEC. 3. PREPARING TOMORROW’S TEACHERS TO USE TECHNOLOGY.**

(a) ELIGIBILITY.—Section 222(a)(3)(D) of the Higher Education Act of 1965 (20 U.S.C. 1042(a)(3)(D)) is amended by inserting “nonprofit telecommunications entity,” after “community-based organization,”

(b) PERMISSIBLE USES OF FUNDS.—Section 223(b)(1)(E) of the Higher Education Act of 1965 (20 U.S.C. 1043(b)(1)(E)) is amended to read as follows:

“(E) To use technology to collect, manage, and analyze data to improve teaching, learning, and decisionmaking for the purpose of increasing student academic achievement.”.

(c) AUTHORIZATION OF APPROPRIATIONS.—Section 224 of the Higher Education Act of 1965 (20 U.S.C. 1044) is amended by striking “each of fiscal years 2002 and 2003.” and inserting “fiscal year 2004 and each of the 4 succeeding fiscal years.”.

**SEC. 4. CENTERS OF EXCELLENCE.**

Title II of the Higher Education Act of 1965 (20 U.S.C. 1021 et seq.) is amended by adding at the end the following:

**“PART C—CENTERS OF EXCELLENCE**

**“SEC. 231. PURPOSES; DEFINITIONS.**

“(a) PURPOSES.—The purposes of this part are—

“(1) to help recruit and prepare teachers, including minority teachers, to meet the national demand for a highly qualified teacher in every classroom; and

“(2) to increase opportunities for Americans of all educational, ethnic, class, and geographic backgrounds to become highly qualified teachers.

“(b) DEFINITIONS.—As used in this part:

“(1) ELIGIBLE INSTITUTION.—The term ‘eligible institution’ means—

“(A) an institution of higher education that has a teacher preparation program that meets the requirements of section 203(b)(2) and that is—

“(i) a part B institution (as defined in section 322);

“(ii) a Hispanic-serving institution (as defined in section 502);

“(iii) a Tribal College or University (as defined in section 316);

“(iv) an Alaska Native-serving institution (as defined in section 317(b)); or

“(v) a Native Hawaiian-serving institution (as defined in section 317(b));

“(B) a consortium of institutions described in subparagraph (A); or

“(C) an institution described in subparagraph (A), or a consortium described in subparagraph (B), in partnership with any other institution of higher education, but only if the center of excellence established under section 232 is located at an institution described in subparagraph (A).

“(2) HIGHLY QUALIFIED.—The term ‘highly qualified’ has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

“(3) SCIENTIFICALLY BASED READING RESEARCH.—The term ‘scientifically based reading research’ has the meaning given such term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).

“(4) SCIENTIFICALLY BASED RESEARCH.—The term ‘scientifically based research’ has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

**“SEC. 232. CENTERS OF EXCELLENCE.**

“(a) PROGRAM AUTHORIZED.—From the amounts appropriated to carry out this part, the Secretary is authorized to award competitive grants to eligible institutions to establish centers of excellence.

“(b) USE OF FUNDS.—Grants provided by the Secretary under this part shall be used to ensure that current and future teachers are highly qualified, by carrying out one or more of the following activities:

“(1) Implementing reforms within teacher preparation programs to ensure that such programs are preparing teachers who are highly qualified and are able to use advanced technology effectively in the classroom, including use for instructional techniques to improve student academic achievement, by—

“(A) retraining faculty; and

“(B) designing (or redesigning) teacher preparation programs that—

“(i) prepare teachers to close student achievement gaps, are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards; and

“(ii) promote strong teaching skills.

“(2) Providing sustained and high-quality preservice clinical experience, including the mentoring of prospective teachers by exemplary teachers, substantially increasing interaction between faculty at institutions of higher education and new and experienced teachers, principals, and other administrators at elementary schools or secondary schools, and providing support, including preparation time, for such interaction.

“(3) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, including minority teachers and principals, including programs that provide—

“(A) teacher mentoring from exemplary teachers or principals; or

“(B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively.

“(4) Awarding scholarships based on financial need to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program.

“(5) Disseminating information on effective practices for teacher preparation and successful teacher certification test preparation strategies.

“(6) Activities authorized under sections 202, 203, and 204.

“(c) APPLICATION.—Any eligible institution desiring a grant under this section shall submit an application to the Secretary at such a time, in such a manner, and accompanied by such information the Secretary may require.

“(d) MINIMUM GRANT AMOUNT.—The minimum amount of each grant under this part shall be \$500,000.

“(e) LIMITATION ON ADMINISTRATIVE EXPENSES.—An eligible institution that receives a grant under this part may not use more than 2 percent of the grant funds for purposes of administering the grant.

“(f) REGULATIONS.—The Secretary shall prescribe such regulations as may be necessary to carry out this part.

**“SEC. 233. AUTHORIZATION OF APPROPRIATIONS.**

“There are authorized to be appropriated to carry out this part \$10,000,000 for fiscal year 2004 and such sums as may be necessary for each of the 4 succeeding fiscal years.”.

**SEC. 5. TRANSITION.**

The Secretary of Education shall take such actions as the Secretary determines to be appropriate to provide for the orderly implementation of this Act.

PURPOSE

H.R. 2211, the Ready to Teach Act of 2003, seeks to meet the call of the No Child Left Behind Act to place a highly qualified teacher in every classroom by making improvements that will help ensure teacher training programs are producing well-prepared teachers to meet the needs of America’s students. H.R. 2211 also aligns provisions related to teacher preparation programs authorized under the Higher Education Act with the high standards for accountability and results found in the No Child Left Behind Act. The purposes of H.R. 2211, the Ready to Teach Act of 2003 are to: (1) increase student academic achievement; (2) improve the quality of the current and future teaching force by improving the preparation of prospective teachers; (3) hold teacher preparation programs accountable for preparing highly qualified teachers; (4) and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

COMMITTEE ACTION

107TH CONGRESS

*Subcommittee hearing*

On October 9, 2002, the Subcommittee on 21st Century Competitiveness held a hearing in Washington, D.C. on “Training Tomorrow’s Teachers: Ensuring a Quality Postsecondary Education.” The purpose of this hearing was to learn about the effects of amendments made to Title II of the Higher Education Act during its 1998 reauthorization, on the quality of teacher education programs in the United States. Specifically, this hearing examined whether: (1) these competitive grant programs improve teacher preparation and recruitment; and (2) State and institution reporting requirements, will improve the quality of the current and future teaching force and ultimately lead to improved academic achievement.

108TH CONGRESS

*Subcommittee hearing*

On May 20, 2003, the Subcommittee on 21st Century Competitiveness held a hearing on “America’s Teacher Colleges: Are They Making the Grade?” The purpose of this hearing was to discuss whether teacher colleges and other teacher preparation programs are producing a high quality teacher force. Specifically, this hearing examined possible changes to teacher provisions in the Higher Education Act to: (1) improve the quality of the current and future

teaching force by improving the preparation of prospective teachers and enhancing professional development activities; (2) hold institutions of higher education accountable for preparing highly qualified teachers; and (3) recruit highly qualified individuals, including individuals from other occupations, into the teaching force.

*Legislative action*

On May 22, 2003, Representatives Phil Gingrey (R-GA), John Boehner (R-OH), Howard P. “Buck” McKeon (R-CA), and Joe Wilson (R-SC) introduced H.R. 2211, the Ready to Teach Act of 2003, to reauthorize teacher preparation provisions under Title II of the Higher Education Act through fiscal year 2008.

On June 4, 2003, the Subcommittee on 21st Century Competitiveness considered H.R. 2211 in legislative session and reported it favorably, as amended, to the Committee on Education and the Workforce by voice vote. The Subcommittee considered and adopted eight amendments by voice vote:

- A substitute amendment offered by Mr. Gingrey (R-GA) that made technical and clarifying changes to the legislation. In addition, the substitute amended authorized activities to: include faith-based and community organizations; benefit high poverty and rural local educational agencies; increase teacher retention; allow funds to be used to develop strategies to improve qualifications of pre-kindergarten teachers; ensure that teachers in private elementary and secondary schools are able to participate equitably in partnerships; provide training in how to teach limited English proficient (LEP) students; and ensure that partnership activities focus on the needs of teachers in the classroom.

- An amendment offered by Subcommittee Chairman McKeon (R-CA) that made technical and clarifying changes to the substitute amendment. In addition, it ensured that urban, as well as rural, school teachers are included in State grant retention strategies and clarified that State and institutional reporting requirements are intended for students that take assessments used by the State for teacher certification or licensure.

- An amendment offered by Mr. Burns (R-GA), Mr. Owens (D-NY), and Mr. Hinojosa (D-TX) to authorize grants for the creation of Centers of Excellence at high quality (as determined by the State) minority serving institutions. In general, the purposes of this amendment are to: (1) increase teacher recruitment at minority serving institutions; and (2) make institutional improvements to teacher preparation programs at minority serving institutions. Under the amendment, grants are competitively awarded to high quality teacher preparation programs at eligible institutions which include: Historically Black Colleges or Universities, Hispanic-Serving Institutions, Tribally Controlled Colleges or Universities, Alaska Native-Serving Institutions, or Native Hawaiian-Serving Institutions.

- An amendment offered by Mr. Kind (D-WI) to reinstate a current law provision that allows partnership grant funds to be used for managerial and leadership activities that include superintendents.

- An amendment offered by Mr. Hinojosa (D-TX) to add teachers of limited English proficient (LEP) students to the allowable list of educators that could benefit from merit pay initiatives.

- An amendment offered by Mr. Tierney (D–MA) to allow current teachers to participate in authorized clinical experience partnership grant activities.
- An amendment offered by Mr. Holt (D–NJ) to allow teachers to use partnership grant funds to gain clinical experience in science, math, and technology (as long as such teachers commit to an additional two years in the classroom).
- An amendment offered by Mr. Wu (D–OR) to allow teacher recruitment grants to be used to recruit employees from high demand industries, including technology industries, into the teaching profession.

On June 10, 2003, the Committee on Education and the Workforce considered H.R. 2211 in legislative session and reported it favorably, as amended, to the House of Representatives by voice vote. The Committee considered and adopted three amendments by voice vote:

- A substitute amendment offered by Mr. Gingrey (R–GA) that made technical and clarifying changes to the legislation. In addition, the substitute amendment: adds a definition of “teaching skills” to the Act that is based on scientifically based research; requires evaluation of State grant activities that are based on teacher effectiveness (as measured by increased student academic achievement) and teacher mastery of academic subjects they teach; clarifies language to ensure that at least 50 percent of partnership funds are used to directly benefit partner local educational agencies; allows partnership grants to be used to coordinate activities with community colleges to implement teacher preparation programs; increases the minimum service requirements for students that receive scholarships under the teacher recruitment grant program; requires the Governor of a State to attest to the reliability of State data reported to the Secretary of Education; and maintains the original authorization level of \$300 million for Part A activities and authorizes \$10 million for teacher preparation Centers of Excellence authorized under Part C.
- An amendment offered by Representatives Chris Van Hollen (D–MD) and Lynn Woolsey (D–CA) to allow States to use funds to develop strategies to improve the qualifications of preschool teachers, which may include the State certification for such teachers.
- An amendment offered by Mr. Rush Holt (D–NJ) to allow teacher recruitment grants to be used to recruit employees from high demand industries, including science, mathematics, and engineering, into the teaching profession.

#### SUMMARY

H.R. 2211, the Ready to Teach Act of 2003, authorizes teacher quality and preparation activities under the Higher Education Act through fiscal year 2008. H.R. 2211 amends Part A (Teacher Quality Enhancement Grants for States and Partnerships) and Part B (Preparing Tomorrow’s Teachers to Use Technology) of Title II of the HEA, and authorizes new teacher preparation activities under Part C (Centers of Excellence).



## Part A—Teacher Quality Enhancement Grants for States and Partnerships

H.R. 2211 authorizes competitively awarded grants to: (1) increase student academic achievement; (2) improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities; (3) hold teacher preparation programs accountable for preparing highly qualified teachers; (4) and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force. As in current law, 45 percent of the funds are reserved for State grants; 45 percent of the funds are reserved for partnership grants; and 10 percent of the funds are reserved for teacher recruitment grants.

### *State grants*

H.R. 2211 requires States that receive grants to develop evaluation systems to determine the effectiveness of grant activities, which must include measures for teacher effectiveness that are based on gains in student academic achievement and teacher mastery of the academic subjects they teach.

Under this section, States must use funds to reform teacher preparation requirements, coordinate with State activities authorized under Title II of the No Child Left Behind Act, and ensure that current and future teachers are highly qualified. State grant funds can be used for: (1) designing teacher preparation programs that are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards; (2) reforming teacher State certification to ensure that teachers have the necessary subject matter knowledge and teaching skills to help students meet challenging State student academic achievement standards; (3) providing prospective teachers with alternative routes to traditional preparation and State certification; (4) planning and implementing innovative teacher preparation programs, such as charter colleges of education; (5) developing merit-based performance systems for teachers and principals; (6) developing teacher advancement and retention initiatives that promote professional growth, multiple career paths, and pay differentiation; (7) ensuring that local educational agencies and schools are able to recruit highly qualified teachers; (8) ensuring that local educational agencies and schools are able to expeditiously remove incompetent or unqualified teachers; (9) developing systems to measure the effectiveness of teacher preparation programs; (10) providing technical assistance to low-performing teacher preparation programs as identified by the State; and (11) developing strategies to improve qualifications of preschool teachers and preschool teacher preparation programs.

### *Partnership grants*

H.R. 2211 provides that each eligible partnership must include at least: (1) a high quality teacher preparation program at an institution of higher education; (2) a school of arts and sciences; (3) a high need local educational agency; and (4) a public or private educational organization.

Each eligible partnership must submit an application that, among other things, describes: (1) how faculty of a teacher preparation program at an institution of higher education that seeks a partnership grant will serve with highly qualified teachers in the classroom at partner local educational agencies over the term of the grant; and (2) how teachers in private elementary and secondary schools located in the geographic areas served by the partnership will be able to participate equitably in the partnership.

This section requires that at least 50 percent of partnership funds be used to “directly benefit” partner local educational agencies and clarifies that any entity under the partnership may be the fiscal agent of such partnership.

H.R. 2211 requires that eligible partnerships use funds to reform teacher preparation requirements, coordinate with State activities authorized under Title II of the No Child Left Behind Act, and ensure that current and future teachers are highly qualified. Partnership grant funds must be used for: (1) designing teacher preparation programs that are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards; (2) providing sustained and high quality preservice and in-service clinical experience for teachers, including the mentoring of prospective teachers by exemplary teachers; (3) creating opportunities for enhanced and ongoing professional development consistent with the definition of “professional development” in the No Child Left Behind Act; and (4) developing professional development activities that provide training in how to teach and address the needs of students with different learning styles (particularly students with disabilities) and to provide training in methods of improving student behavior in the classroom.

An eligible partnership that receives a partnership grant may also use funds for: (1) providing prospective teachers with alternatives routes to traditional preparation and State certification; (2) disseminating information on effective practices of the partnership; (3) developing managerial and leadership professional development programs for principals and superintendents; (4) providing teacher recruitment activities; (5) creating opportunities for teachers to gain clinical experience in science, math, and technology (as long as such teachers commit to an additional two years in the classroom after the clinical experience); and (6) coordination with community colleges to implement teacher preparation programs.

#### *Teacher recruitment grants*

H.R. 2211 requires that applicants to submit an application that, among other things, describes the extent to which the applicant will use funds to recruit minorities into the teaching profession and directs the Secretary of Education to give priority to applicants that will place an emphasis on recruiting minorities into the teaching profession. In addition, the legislation increases the minimum service requirements (as teachers in high need local educational agencies) for students that receive assistance to a minimum of one year, plus an amount of time equivalent to the aid received.

An eligible applicant must use teacher recruitment grant funds to: (1) award scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher prepara-

tion program; (2) provide support services to enable scholarship recipients to complete postsecondary education programs; and (3) provide follow up services to former scholarship recipients during the recipients first 3 years of teaching; or develop and implement activities to ensure that high need local educational agencies and schools are able to effectively recruit highly qualified teachers.

In addition to using funds for the aforementioned required activities, an eligible applicant that receives a teacher recruitment grant may also use funds to recruit employees from high demand industries, including mathematics, science, engineering, and technology industries, into the teaching profession.

*Accountability for programs that prepare teachers*

Under H.R. 2211, each State that receives grants under the Act must continue its “State Report Card on the Quality of Teacher Preparation” (as required under P.L. 105–244, the Higher Education Amendments of 1998) and report annually to the Secretary of Education, for both traditional and alternative teacher preparation programs, the percentage of students (who completed at least 50 percent of the coursework required for teacher preparation programs) that took and passed the State certification or licensure assessment.

H.R. 2211 continues provisions for the Secretary of Education to report on teacher quality and preparation in the United States. Among other things, the Secretary’s report (which is made available to the Congress and the public) must include: (1) a comparison of States’ efforts to improve teaching quality; and (2) the national mean and median scores on any standardized test that is used in 1 or more State for teacher certification or licensure.

Each teacher preparation program that enrolls students receiving federal assistance under the Act must also continue current law reporting requirements with regard to the quality of teacher preparation. In particular, H.R. 2211 requires annual reports from teacher preparation programs that must include: (1) the pass rate of each student (who completed at least 50 percent of the coursework required for the teacher preparation program) on the State certification or licensure assessment; (2) a comparison of the program’s pass rate for students (who completed at least 50 percent of the coursework required for the teacher preparation program) with the average pass rate for other programs in the State; and (3) a comparison of the program’s average raw score for students (who completed at least 50 percent of the coursework required for the teacher preparation program) with the average raw scores for other programs in the State.

H.R. 2211 adds provisions to the Higher Education Act that require the Governor of a State (or the entity in the State responsible for teacher certification and preparation) to attest to the reliability of data reported under the Act to the Secretary of Education.

The Ready to Teach Act extends the current law authorization of \$300 million for fiscal year 2004 and “such sums” as may be necessary for fiscal years 2005 through 2008 for Part A (Teacher Quality Enhancement Grants for States and Partnerships) activities.

### Part B—Preparing Tomorrow’s Teachers To Use Technology

H.R. 2211 continues activities authorized under the Preparing Tomorrow’s Teachers to Use Technology program (Part B under current law). This program was updated and transferred from the Elementary and Secondary Education Act to the HEA during consideration of the No Child Left Behind Act in the 107th Congress. The purpose of this program is to prepare prospective teachers to use advanced technology to prepare all students to meet challenging State and local academic content and student academic achievement standards.

H.R. 2211 extends the current law authorization of “such sums” as may be necessary for fiscal years 2004 through 2008.

### Part C—Centers of Excellence

H.R. 2211 authorizes grants for the creation of Centers of Excellence at high quality minority serving institutions. Under this Part, grants are competitively awarded to high quality teacher preparation programs (as determined by the State) at eligible institutions which include: Historically Black Colleges or Universities, Hispanic-Serving Institutions, Tribally Controlled Colleges or Universities, Alaska Native-Serving Institutions, or Native Hawaiian-Serving Institutions.

H.R. 2211 authorizes \$10 million for fiscal year 2004 and “such sums” as may be necessary for fiscal years 2005 through 2008. The minimum grant under this Part is \$500,000.

### COMMITTEE VIEWS

The caliber of teacher education programs has come under increased scrutiny over the past several years. Among other things, teacher preparation programs have been criticized for providing prospective teachers with inadequate time to learn subject matter; for teaching a superficial curriculum; and for being unduly fragmented, with courses not linked to practice teaching and with education faculty isolated from their arts and sciences faculty colleagues. In particular, there have been concerns about high rates of failure of recent teacher college graduates on initial licensing or certification exams. According to the Congressional Research Service, one of the most publicly reported instances of high failure rates was in 1998 when 59 percent of prospective teachers in Massachusetts failed that State’s new certification exam. The results raised questions about the quality of the preparation and training prospective teachers had received from teacher preparation programs at institutions of higher education across the State.

In January 2002 President Bush signed into law the No Child Left Behind Act, the bipartisan education reform package that has infused accountability for results into K–12 education in America. The No Child Left Behind Act calls for a highly qualified teacher in every public school classroom by the end of the 2005–2006 school year. In order to be highly qualified, a teacher must obtain full State certification, a bachelor’s degree, and be able to demonstrate a high level of competency in all subjects taught (by passing a rigorous State assessment, completing an academic major for each subject taught, or a State approved review process).

In June 2002, the Secretary of Education issued the first full annual report on teacher preparation as required under Title II of the Higher Education Act. The report, “Meeting the Highly Qualified Teachers Challenge: The Secretary’s Annual Report on Teacher Quality,” concluded that the teacher preparation system in this country has serious limitations. Not only does acceptable achievement on certification assessments differ markedly among the States, the Secretary’s report found that most States, in setting the minimum score considered to be a passing score, set those scores well below national averages. The data collected for this report suggests that schools of education and formal teacher training programs are failing to produce the types of highly qualified teachers that the No Child Left Behind Act demands. Highlights from the report include:

- Only 23 States have implemented teacher standards tied to their respective academic content standards for grades K–12.
- Academic standards for teachers are low. On one popular teacher licensure test used by 29 States, only one State set its passing score near the national average in reading, while 15 set their respective passing scores below the 25th percentile. On math and writing tests, only one State set its passing score above the national average.
- States are increasingly relying on teachers who are hired on waivers and lack full certification (a practice that must be phased out under the No Child Left Behind Act).

The first in what will be a series of bills to reauthorize the Higher Education Act, H.R. 2211, the Ready to Teach Act of 2003, seeks to meet the call of the No Child Left Behind Act to place a highly qualified teacher in every classroom by making improvements that will help ensure teacher training programs are producing well-prepared teachers to meet the needs of America’s students. H.R. 2211 takes the important step of aligning teacher training programs, under Title II of the Higher Education Act, with the high standards for teacher quality found in the bipartisan No Child Left Behind Act. This bill will help to ensure that teacher training programs are fulfilling an obligation they have to those seeking to enter the teacher profession—an obligation to ensure that teachers are ready to teach.

In general, H.R. 2211 continues the current law structure of Title II of the Higher Education Act and authorizes three types of competitive grants that each play a unique, yet critical role in the education of tomorrow’s teachers. Under the Act, 45 percent of the funds are reserved for State grants, which must be used to reform teacher preparation requirements and ensure that current and future teachers are highly qualified; 45 percent of the funds are reserved for partnership grants, which allow effective partners to join together, combining strengths and resources to train highly qualified teachers to achieve success where it matters most—in the classroom; and 10 percent of the funds are reserved for teacher recruitment grants, which will help bring high quality individuals into teacher programs, and ultimately put more highly qualified teachers into classrooms.

*State grants*

H.R. 2211 authorizes States to use funds to design (or redesign) teacher preparation programs so they are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards. As a result, States will be able to strengthen teacher preparation programs by setting higher standards for what potential teachers need to learn as part of their instruction and ensure more teachers leave these programs ready to meet the “highly qualified” definition for teachers established under the No Child Left Behind Act.

On May 20, 2003, the Subcommittee on 21st Century Competitiveness held a hearing on “America’s Teacher Colleges: Are They Making the Grade?” The purpose of this hearing was to discuss whether teacher colleges and other teacher preparation programs are producing a high quality teacher force. Kati Haycock, Director of the Education Trust, testified during the hearing that:

Discussions of teacher quality are inadequately informed by data regarding what makes the biggest difference in student learning. As the U.S. General Accounting Office has reported, the U.S. Department of Education has granted almost half a billion dollars (\$460 million) in HEA Title II funds but there is no consistent, reliable way to evaluate the effect of these grants on raising student achievement. State Grants should be limited to states that are willing to establish data systems to evaluate the efficacy of teacher training programs and professional development activities on improving teacher effectiveness. Ultimately, states should be in a position to evaluate their success in terms of hard data indicating whether various activities helped raise student achievement.

Accordingly, H.R. 2211 adds a new State grant evaluation provision that requires States that accept grants under the Act to develop evaluation systems to determine the effectiveness of grant activities. Specifically, these new systems will evaluate the effectiveness of teacher preparation programs and professional development activities within the State in producing gains in: (1) the teacher’s annual contribution to improving student academic achievement, as measured by State academic assessments required under section 1111 of the No Child Left Behind Act; and (2) teacher mastery of the academic subjects they teach, as measured by pre- and post-participation tests of teacher knowledge.

The Ready to Teach Act recognizes that flexibility should exist in methods used for training highly qualified teachers and allows funds to be used for innovative methods in teacher preparation programs, such as charter colleges of education and university and local educational agency partnership schools, which can provide an alternative gateway for teachers to become highly qualified.

Under H.R. 2211, States have the flexibility to set up charter colleges of education that function in a manner similar to elementary and secondary charter schools except that they would prepare highly qualified teachers in a higher education setting. These charter colleges of education will exchange flexibility in meeting State requirements for institutional commitments to produce results-based

outcomes for teacher education graduates—measured based on increased student academic achievement. The Committee is aware of three institutions of higher education that have created charter colleges: the Charter College of Education at California State University, Los Angeles, California; the Charter School of Education and Human Sciences at Berry College in Mount Berry, Georgia; and the Charter Teacher Education Program at Fort Valley State University in Fort Valley, Georgia.

On October, 9, 2002, the Subcommittee on 21st Century Competitiveness held a hearing in Washington, D.C. on “Training Tomorrow’s Teachers: Ensuring a Quality Postsecondary Education.” Dr. Allen Mori, Dean of the Charter College of Education at California State University, Los Angeles, California, testified before the Subcommittee and noted that:

The Charter College of Education is clearly on the cutting edge of high quality teacher preparation in the 21st century. Spurred by the Title II requirements to improve teacher education, faculty was determined to build world-class teacher preparation programs to meet the needs of the ethnically and linguistically diverse urban community of the Los Angeles basin. This context is a powerful theme in both the subject matter and teacher preparation curriculum.

Specifically, the language in H.R. 2211 allows States to use funds for the planning and implementation of charter colleges of education that: (1) permit flexibility in meeting State requirements as long as graduates, during their initial years in the profession, increase student academic achievement; (2) provide long-term data gathered from teachers’ performance over multiple years in the classroom on the ability to increase student academic achievement; (3) ensure high-quality preparation of teachers from underrepresented groups; and (4) create performance measures that can be used to document the effectiveness of innovative methods for preparing highly qualified teachers.

The Committee recognizes that there are other innovative approaches to teacher preparation, such as university and local educational agency partnership schools which will support and encourage institutions of higher education to establish K–12 schools of excellence in partnership with local educational agencies. These partnership schools will utilize the assets of the institution of higher education, the local educational agency, and the community to bring new models for learning to students that are founded on research-based practices, rigorous academic content, and high standards.

States can also use their grant funds to provide prospective teachers with alternative routes to State certification and traditional preparation to become highly qualified teachers. Such approaches will help to reduce unnecessary barriers to State certification and offer alternative routes to State certification of teachers for qualified individuals, including mid-career professionals from other occupations, former military personnel, and recent college graduates with records of academic distinction. The Committee notes that alternative routes to State certification, as opposed to traditional teacher preparation programs administered by colleges

of education, can streamline the State certification process and help to move competent and qualified candidates into the classroom in an expeditious manner.

There are several well-known programs nationwide that recruit highly qualified candidates using alternative routes to State certification, including the Troops to Teachers program. This program provides financial assistance and training to retiring military personnel and helps to place them in local school districts, thus providing a new source of teachers to schools across the country. According to the National Center for Education Information, teachers certified through alternative routes also bring diversity to the classroom and are more apt to take challenging assignments. In particular, the Center found that 90 percent of teachers in the Troops to Teachers program are male, compared to just 26 percent in the overall teaching force and about 30 percent of teachers in the program are from a minority or ethnic group, compared to just 10 percent overall.

Another popular and successful program associated with alternative routes to teaching is Teach For America. This nationwide nonprofit organization recruits accomplished college graduates without formal backgrounds in education to teach in high-need urban and rural schools. Candidates apply to the program and, if selected, attend a summer training course before being placed in school districts across the country. Teach for America and the host school districts provide new teachers with support during the two-year program, after which some teachers return to graduate school, transfer to other professions or continue teaching. Since its inception in 1989, Teach For America has placed more than 8,000 talented young men and women in some of our nation's most disadvantaged schools.

The Committee also recognizes the potential for an improved teaching force through the American Board for Certification of Teacher Excellence, which provides a nationally recognized, high quality credential to attract the best and the brightest into the classroom. This certification has also been recognized by the Congress—in section 2151(c)(2) of the Elementary and Secondary Education Act of 1965—as one of the nationally recognized doorways into the teaching profession. The American Board is a rigorous way to open the doors for highly qualified candidates—including professionals who may want to enter teaching from other fields. Because the rigor of the exam its candidates will be required to take, American Board certified teachers will have to prove that they not only have a mastery of their subject matter, but also the professional knowledge to become successful and highly qualified teachers. The American Board will offer two types of teacher certification: a “Passport to Teaching,” which will be available for career changers and prospective new teachers and “Master Certification,” which is targeted toward extraordinary educators who are already in the teaching profession and have a demonstrated record of accomplishment in improving student academic achievement.

Additionally, the Committee recognizes that nearly 24,000 teachers have been awarded National Board Certification through the National Board for Professional Teaching Standards (NBPTS). NBPTS has also been recognized by Congress—as part of section 2151(c)(2) of the Elementary and Secondary Education Act of 1965.



The Committee notes that many of the teachers completing this certification have stated that it was a positive experience in their career and that they had become better teachers.

The Committee is encouraged by teacher retention data as described in a report released by the Secretary of Education, "Meeting the Highly Qualified Teachers Challenge: The Secretary's Annual Report on Teacher Quality" in June 2002, which noted that:

Evidence suggests that retention rates for teachers certified through alternate routes are higher than for teachers who enter the classroom through traditional routes. Nationwide, about 85 percent of teachers certified through alternate routes remain in the classroom five years later, demonstrating that truncated training programs with highly qualified candidates do not result in those same teachers leaving the profession early in their careers.

The Committee notes that the key to producing highly qualified teachers is not the path by which they travel, but the destination they reach. Teachers trained through innovative options, or certified through alternate means, will still be held to the same standards of accountability and quality, but will not be constrained by artificial requirements that could place barriers between high quality individuals and the classrooms where they are desperately needed. H.R. 2211 takes the important step of recognizing that individuals seeking to enter the teaching profession often have varied backgrounds—and by creating flexible approaches that step outside the box, these individuals can become highly qualified teachers through training programs as unique as their individual experiences.

H.R. 2211 authorizes State grant, partnership grant, and teacher recruitment grant programs for the development and implementation of mechanisms to assist local educational agencies in recruiting and retaining highly qualified teachers. The Committee notes that the authorized activities under these programs provide significant flexibility for States and partnerships to design innovative initiatives to recruit and retain highly qualified teachers. The committee wants to make clear that funds under these programs may be used to cover moving expenses to secure employment of highly qualified teachers and provide other financial assistance necessary to purchase a home (including mortgage application fees and closing costs). The Committee recognizes this use of grant funds as an appropriate way to attract and retain highly qualified teachers.

#### *Partnership grants*

Under H.R. 2211, each eligible partnership seeking assistance under the Act must include at least: (1) a high quality teacher preparation program at an institution of higher education; (2) a school of arts and sciences; (3) a high need local educational agency; and (4) a public or private educational organization. The Committee believes that these expanded partnership grants will bring diverse expertise together for the common goal of placing highly qualified teachers in the classrooms of high need school districts. The Committee is requiring participation by a public or private educational organization in each partnership because varied expertise in areas such as teacher preparation, certification, test prepa-

ration, and others can bring added dimensions that benefit school districts, teachers, and most importantly, students. Some public or private educational entities may be particularly skilled at working with disadvantaged students and can help make teachers more successful in teaching to standards with challenging student populations. Other organizations may be adept at helping students master concepts critical to their achievement on high quality assessments. The Committee supports a flexible approach and believes it would be impossible to define every valuable service that may be offered by a “public or private educational organization” to a partnership under this program. Limiting the potential participants is a disservice to the partnership concept and decreases the ability of school districts and teacher preparation programs to make local decisions about the best ways to improve teacher quality and increase student academic achievement. The Committee also notes that public and private educational organizations that participate in the partnership should have the capacity to offer high quality services that respond to the needs of the partnership.

The Ready to Teach Act requires partnership grant applicants to describe how faculty of a teacher preparation program at an institution of higher education that seeks a partnership grant will serve with highly qualified teachers in the classroom at partner local educational agencies over the term of the grant. The Committee believes this increased interaction between teacher faculty and teachers in the classroom will help teacher preparation programs keep abreast of the needs of everyday teachers. In addition, H.R. 2211 requires that at least 50 percent of partnership funds be used to “directly benefit” partner local educational agencies and clarifies that any entity under the partnership may be the fiscal agent of such partnership. It is the intent of the Committee that partner local educational agencies actively participate in the application process and support any proposed grant activities as described in such partnership applications. Provisions in H.R. 2211 are designed to ensure that each partner local educational agency has the ability to influence grant activities and guarantee that partnership activities focus on the needs of teachers and students in the classroom.

#### *Accountability*

While current higher education law contains annual reporting requirements, these reporting measures have proven ineffective in determining the true quality of teacher preparation programs. In fact, under the current law reporting requirements (as required under Title II of P.L. 105-244, the Higher Education Amendments of 1998) many States and teacher preparation programs have, either intentionally or unintentionally, submitted skewed and irrelevant data. Under current law, teacher preparation programs at institutions of higher education must report the percentage of graduates who successfully pass the State certification or licensure assessments. However, most institutions have simply made completion of their program contingent upon passage of these assessments. This masked the number of students who were not adequately prepared by the institution to pass these tests in the first place. The Committee is discouraged by this reporting loophole that some teacher preparation programs at institutions of higher education have used to circumvent current law accountability provi-

sions. Accordingly, the Ready to Teach Act includes improved accountability provisions that will strengthen reporting measures and hold teacher preparation programs (for both traditional and alternative programs) accountable for providing accurate and useful information.

H.R. 2211 requires each State that receives funds under the Act to annually report to the Secretary of Education (for both traditional and alternative teacher preparation programs) on the percentage of students (who completed at least 50 percent of the requirements for teacher preparation programs) that took and passed the State certification or licensure assessment. These State report cards on the quality of teacher preparation must also report on the State-determined passing score of that assessment and disaggregate and rank each teacher preparation program in the State based on such data.

In addition, each teacher preparation program that enrolls students receiving federal assistance under the Higher Education Act must report annually to the State and the general public: (1) the pass rate of each student (who completed at least 50 percent of the requirements for the teacher preparation program) on the State certification or licensure assessment; (2) a comparison of the program's pass rate with the average pass rate for other programs in the State; and (3) a comparison of the program's average raw score for students with the average raw scores for other programs in the State.

The Committee directs institutions of higher education and other teacher preparation programs that receive grants under the Ready to Teach Act to report effective data on the number of students that have spent a significant amount of time in teacher preparation programs (those who have completed at least half of the requirements of the teacher preparation program) and that have taken and passed State certification or licensure assessments. The Committee believes that effective reporting of such data will demonstrate which teacher preparation programs have added value to program participants (enabling such participants to pass State certification and licensure assessments) and that these improved reporting requirements will make it less likely that States will submit misleading data. Clarifying language in H.R. 2211 (which focuses on students who have completed at least 50 percent of the requirements for a teacher preparation program) is specifically designed to eliminate the discrepancy in current law with regard to reporting requirements for "graduates" and "program completers." The Committee also believes that new data on "average raw scores" on State certification or licensure assessments will help to distinguish teacher preparation programs within States that report similar "pass rate" data.

#### *Centers of excellence*

The demand for more ethnically and culturally diverse highly qualified teachers is critical, especially given the significant growth in the numbers of minority K-12 students across the country. Opportunities that increase the numbers of minority teachers and enhance their training, will support broader strategies to enhance instructional opportunities for, and can help to eliminate the achievement gaps of, minority students. Accordingly, Part C of H.R. 2211

authorizes grants for the creation of Centers of Excellence at high quality minority serving institutions. On June 4, 2003, the Subcommittee on 21st Century Competitiveness adopted a bipartisan amendment offered by Mr. Burns (R-GA), Mr. Owens (D-NY), and Mr. Hinojosa (D-TX) to authorize grants for teacher preparation Centers of Excellence that was based on language submitted to the Committee by the United Negro College Fund and the Hispanic Education Coalition. The Committee believes that the newly authorized Centers of Excellence will provide minority serving institutions that have a demonstrated record of preparing highly qualified teachers, with a leadership role in recruiting and preparing highly qualified teachers and increase opportunities for Americans of all educational, ethnic, class, and geographic backgrounds to become highly qualified teachers.

In general, the purposes of these Centers are to increase teacher recruitment at minority serving institutions and make institutional improvements to teacher preparation programs at minority serving institutions. Grants are competitively awarded to high quality teacher preparation programs (as determined by the State) at eligible institutions which include: Historically Black Colleges or Universities, Hispanic-Serving Institutions, Tribally Controlled Colleges or Universities, Alaska Native-Serving Institutions, or Native Hawaiian-Serving Institutions.

Specifically, Part C authorizes the Secretary to award grants to high quality minority serving institutions, a consortium of such minority serving institutions, or minority serving institutions that partner with other institutions of higher education (as long as the Centers are located at a partner minority serving institution). Grant funds can be used to create teaching Centers of Excellence to ensure that current and future teachers are highly qualified by: (1) implementing reforms within teacher preparation programs to improve teacher quality; (2) providing sustained and high-quality preservice clinical experience, including the mentoring of prospective teachers by exemplary teachers; (3) developing and implementing initiatives to promote retention of highly qualified teachers and principals, including minority teachers and principals; (4) awarding scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program; (5) disseminating information on effective practices for teacher preparation and successful teacher certification test preparation strategies; and (6) other activities authorized under the Act.

#### *Summary*

H.R. 2211 is specifically designed to align teacher preparation programs with the high standards for accountability and results provided for in the No Child Left Behind Act. The Ready to Teach Act will help to ensure that program effectiveness can accurately be measured and places a strong focus on the quality of teacher preparation, and a renewed emphasis on the skills needed to meet the "highly qualified" standard found in the No Child Left Behind Act such as: the use of advanced technology in the classroom, rigorous academic content knowledge, scientifically based research, and challenging State student academic standards. H.R. 2211 recognizes that flexibility should exist in methods used for training

highly qualified teachers and allows funds to be used for innovative methods in teacher preparation programs, such as charter colleges of education, which can provide an alternative gateway for teachers to become highly qualified. In addition, the Ready to Teach Act takes the important step of recognizing that individuals seeking to enter the teaching profession often have varied backgrounds—and by creating flexible approaches that step outside the box, these individuals can become highly qualified teachers through training programs as unique as their individual experiences. The Ready to Teach Act also contains improved accountability provisions that will strengthen reporting measures and hold teacher preparation programs accountable for providing accurate and useful information.

#### SECTION-BY-SECTION ANALYSIS

*Section 1.* Establishes the short title of the act as the “Ready to Teach Act of 2003.”

*Section 2. Teacher Quality Enhancement Grants.* Amends Part A of Title II of the Higher Education Act of 1965.

#### PART A—TEACHER QUALITY ENHANCEMENT GRANTS FOR STATES AND PARTNERSHIPS

Section 201. Purposes; Definitions. States purpose of Part A regarding student academic achievement, quality of the teaching force, accountability of institutions of higher education and recruitment of teachers. Provides definitions of arts and sciences, exemplary teacher, highly qualified, high-need local educational agency, poverty line, professional development, scientifically based reading research, scientifically based research and teaching skills.

Section 202. State Grants. Authorizes the Secretary to award grants to States. Defines eligible State and addresses application requirements. Addresses uses of funds for one or more of the following activities: reforming State teacher preparation programs, reforming teacher certification or licensure requirements, providing alternative teacher preparation and certification, planning and implementing innovative programs, merit pay and teacher advancement initiatives for local educational agencies, development of teacher advancement and retention activities as well as, effective teacher removal mechanisms for local educational agencies, technical assistance for low-performing teacher preparation programs, development of teacher effectiveness systems and strategies, recruitment and retention activities, and the improvement of the qualifications of preschool teachers. Requires that an eligible State receiving a grant under this section shall develop a system to evaluate annually the effectiveness of teacher preparation programs and professional development activities and make this information widely available to the public.

Section 203. Partnership Grants. Authorizes Secretary to award grants to eligible partnerships. Defines eligible partnership and partner institution. Addresses application

requirements, and required and allowable uses of funds. Required uses of funds must be used to carry out one or more of the following activities: reform teacher preparation programs, providing preservice and in-service clinical experience for teachers, and teacher professional development and preparation activities, particularly for those teaching students with disabilities, limited English proficiency and special learning needs. Allowable uses of funds may be used for such activities as alternatives to traditional teacher preparation and State certification, dissemination and coordination activities, developing and implementing professional development programs for principals and superintendents, teacher recruitment activities, clinical experience in science, mathematics, and technology, and coordination with community colleges. Provides a special rule regarding 50 percent of the funds under the partnership shall be used to directly benefit high-need local educational agency in the partnership, and addresses coordination of eligible partnerships with more than one agency.

Section 204. Teacher Recruitment Grants. Authorizes the Secretary to award grants for teacher recruitment. Addresses the definition of an eligible applicant and the application requirements. Uses of funds under this section may be used for awarding scholarships to students in teacher preparation programs and providing support services and follow-up support services to former scholarship recipients, and activities for high need local educational agencies and schools to recruit highly qualified teachers. Additional discretionary uses of funds may be used to develop and implement effective mechanisms to recruit employees from high demand industries. Establishes service requirements regarding scholarship recipients teaching in high-need local educational agencies, and requires that the Secretary give priority to applicants who recruit a high percentage of minority students to become highly qualified teachers.

Section 205. Administrative Provisions. Establishes duration of grants awarded, the one-time awards and, the payment schedule. In addition, this section establishes a peer review panel regarding funding, and establishes the priorities of the panel such as specific State teacher certification requirements, innovative reforms to hold higher education institutions accountable for preparing highly-qualified teachers, development of efforts to reducing teacher shortages, and give priority to applicants who involve businesses and community organizations. Authorizes the Secretary to determine which applicants receive funding based on the peer review process. Establishes matching requirements from non-Federal sources from the State and partnership grantees, and limits use of funds on administrative expenses.

Section 206. Accountability and Evaluation. Requires State grantees to submit an annual accountability report to the Secretary, the Committee on Health, Education, Labor, and Pensions of the Senate, and the Committee on

Education and the Workforce of the House of Representatives. Sets forth the accountability requirements to be reported. Requires eligible partnerships to include in the application submitted under section 203(c) an evaluation plan, which includes certain objectives and measures specified in this section. Authorizes the Secretary to revoke funding of an eligible State, applicant or partnership based on inadequate progress. Requires the Secretary to report evaluation of activities funded under this part annually to the Committee on Health, Education, Labor, and Pensions of the Senate, and the Committee on Education and the Workforce of the House of Representatives.

Section 207. Accountability for Programs That Prepare Teachers. Requires State report cards on the quality of teacher preparation to be provided annually to the Secretary. In addition, requires the Secretary to provide annually to Congress and publish a report card on teacher qualifications and preparation and report a comparison of States' efforts to improve teaching quality as well as the national mean and median scores on standardized test used for teacher certification. Each institution of higher education that conducts a teacher preparation program will be required to report annually to the State and the general public, pass rates, program information, statement of program State approval or accreditation, and whether program has been designated as low-performing by the State. The above information must be reported through publications and provided to persons thus designated, and the Secretary is authorized to impose fines on institutions for failure to provide such information. Requires the Governor of a State, or an entity in the State responsible for teacher certification and preparation, to attest to the reliability of data reported under the Act to the Secretary of Education.

Section 208. State Functions. Requires States to identify and assist low-performing programs of teacher preparation within institutions of higher education, and provide annually to the Secretary a list of such institutions. Sets forth termination of eligibility for professional development activities awarded by the Department of Education and denies acceptance or enrollment of any student receiving aid under Title IV of this Act if institutions of higher education offering programs of teacher preparation are denied approval or financial support by the State due to low performance.

Section 209. General Provisions. Requires the Secretary to ensure States and institutions of higher education use fair and equitable methods of reporting, and that identification of individuals is not disclosed. Provides authority for the Secretary to collect data in States where there are no certification or licensure assessments or minimum performance levels on those assessments. Prohibits Federal control over any aspect of private, religious, or home school however, does not prohibit the aforementioned from participation in programs or services under this part. Nothing

in this part shall be construed to require or encourage change in a State's treatment of any private, religious, or home school or the Secretary to establish or support any national system of teacher certification.

Section 210. Authorization of Appropriations. Authorizes \$300 million for fiscal year 2004 and "such sums" as may be necessary for fiscal years 2005 through 2008.

*Section 3. Preparing Tomorrow's Teachers to Use Technology.* Amends section 223(b)(1)(E) and section 224 of the Higher Education Act of 1965 by making technical changes. Extends the current law authorization of "such sums" as may be necessary for fiscal years 2004 through 2008.

*Section 4. Centers of Excellence.* Amends Title II of the Higher Education Act of 1965 by adding a Part C regarding centers of excellence.

#### PART C—CENTERS OF EXCELLENCE

Section 231. Purposes; Definitions. Establishes the purpose of centers of excellence to be that of recruitment and preparation of highly qualified teachers particularly, minority teachers. Sets forth the definition under this part of an eligible institution, highly qualified, scientifically based reading research, and scientifically based research.

Section 232. Centers of Excellence. Authorizes the Secretary to award competitive grants to eligible institutions to establish centers of excellence. Requires that the grants provided by the Secretary under this part be used to ensure current and future teachers are highly qualified by carrying out one or more of such activities: reforming teacher preparation programs, preservice clinical experience and mentoring of prospective teachers, initiatives to promote retention of highly qualified and in particular minority teachers and principals, awarding scholarships to students of teacher preparation programs, disseminating information on effective teacher preparation practices and successful teacher certification test preparation strategies, and other activities under the Act. Additionally, requires any eligible institution desiring a grant under this section to submit an application to the Secretary and provides the Secretary the authority to prescribe regulations to carry out this section. Establishes the minimum of each grant to be \$500,000 and eligible institutions may not use more than two percent of grant funds for purposes of administering the grant.

Section 233. Authorization of Appropriations. Authorizes \$10 million for fiscal year 2004 and "such sums" as may be necessary for fiscal years 2005 through 2008.

*Section 5. Transition.* Authorizes the Secretary to utilize such actions necessary for the orderly implementation of this Act.

#### EXPLANATION OF AMENDMENTS

The Amendment in the Nature of a Substitute is explained in the body of this report.



## APPLICATION OF LAW TO THE LEGISLATIVE BRANCH

Section 102(b)(3) of Public Law 104–1 requires a description of the application of this bill to the legislative branch. This bill, H.R. 2211, is designed to: (1) increase student academic achievement; (2) improve the quality of the current and future teaching force by improving the preparation of prospective teachers; (3) hold teacher preparation programs accountable for preparing highly qualified teachers; (4) and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force. The bill does not prevent legislative branch employees from receiving the benefits of this legislation.

## UNFUNDED MANDATE STATEMENT

Section 423 of the Congressional Budget and Impoundment Control Act (as amended by Section 101(a)(2) of the Unfunded Mandates Reform Act, P.L. 104–4) requires a statement of whether the provisions of the reported bill include unfunded mandates. H.R. 2211 amends the spending programs under the Higher Education Act. As such, the bill does not contain any unfunded mandates.

STATEMENT OF OVERSIGHT FINDINGS AND RECOMMENDATIONS OF  
THE COMMITTEE

In compliance with clause 3(c)(1) of rule XIII and clause (2)(b)(1) of rule X of the rules of the House of Representatives, the Committee's oversight findings and recommendations are reflected in the body of this report.

NEW BUDGET AUTHORITY AND CONGRESSIONAL BUDGET OFFICE  
COST ESTIMATE

With respect to the requirements of clause 3(c)(2) of rule XIII of the House of Representatives and section 308(a) of the Congressional Budget Act of 1974 and with respect to requirements of 3(c)(3) of rule XIII of the House of Representatives and section 402 of the Congressional Budget Act of 1974, the Committee has received the following cost estimate for H.R. 2211 from the Director of the Congressional Budget Office:

U.S. CONGRESS,  
CONGRESSIONAL BUDGET OFFICE,  
*Washington, DC, June 16, 2003.*

Hon. JOHN A. BOEHNER,  
*Chairman, Committee on Education and the Workforce,  
House of Representatives, Washington, DC.*

DEAR MR. CHAIRMAN: The Congressional Budget Office has prepared the enclosed cost estimate for H.R. 2211, the Ready to Teach Act of 2003.

If you wish further details on this estimate, we will be pleased to provide them. The CBO staff contact is Donna Wong.

Sincerely,

DOUGLAS HOLTZ-EAKIN,  
*Director.*

Enclosure.

*H.R. 2211—Ready to Teach Act of 2003*

Summary: H.R. 2211 would reauthorize programs under title II of the Higher Education Act. These programs are currently authorized through 2004 by the General Education Provisions Act (GEPA) and H.R. 2211 would reauthorize them through 2008. The bill also would create a new grant program for higher education institutions that have historically served minority populations and authorize these grants through 2008.

CBO estimates that authorizations under the bill would total \$219 million in 2004 and about \$1.8 billion over the 2004–2008 period, assuming that annual levels are adjusted for inflation when specific annual authorizations are not provided. (Without such inflation adjustments, the authorizations would total about \$1.7 billion over the 2004–2008 period.) CBO estimates that appropriations of the authorized levels would result in additional outlays of \$1.3 billion over the 2004–2008 period, assuming annual adjustments for inflation (and about \$1.2 billion without adjustments for inflation). Enacting H.R. 2211 would not affect direct spending or receipts.

H.R. 2211 contains no intergovernmental or private-sector mandates as defined in the Unfunded Mandates Reform Act (UMRA). Any costs incurred by state and local governments would be conditions of aid or would result from participating in a voluntary federal program.

Estimated cost to the Federal Government: The estimated budgetary impact of H.R. 2211, with inflation adjustments for the various components of each title of the bill, is shown in the following table. The costs of this legislation fall within budget function 500 (education, training, employment, and social services).

	By fiscal year, in millions—					
	2003	2004	2005	2006	2007	2008
SPENDING SUBJECT TO APPROPRIATION						
Spending Under Current Law:						
Budget Authority/Estimated Authorization <sup>1</sup> .....	152	154	0	0	0	0
Estimated Outlays .....	171	156	146	43	11	0
Proposed Changes:						
Teacher Quality Enhancement:						
Estimated Authorization Level .....	0	209	306	313	320	327
Estimated Outlays .....	0	10	157	262	303	318
Preparing Tomorrow's Teachers for Technology:						
Estimated Authorization Level .....	0	0	64	66	67	69
Estimated Outlays .....	0	0	3	45	62	67
Centers of Excellence:						
Estimated Authorization Level .....	0	10	10	10	11	11
Estimated Outlays .....	0	1	7	9	10	11
Total Proposed Changes:						
Estimated Authorization Level .....	0	219	381	389	397	406
Estimated Outlays .....	0	11	168	316	375	395
Total Spending Under H.R. 2211:						
Estimated Authorization Level .....	152	373	381	389	387	406
Estimated Outlays .....	171	167	314	359	386	395

<sup>1</sup> The 2003 level is the amount appropriated that year for the Teacher Quality Enhancement Grants and Preparing Teachers for Technology programs. The 2004 level is the 2003 level inflated.

Basis of estimate: H.R. 2211 would reauthorize programs under title II of the Higher Education Act. These programs are currently through 2004 by GEPA and H.R. 2211 would reauthorize them through 2008. The bill also would create a new grant program for

historically minority higher education institutions and authorize these grants through 2008.

H.R. 2211 would authorize additional appropriations of \$219 million in 2004. CBO estimates that this bill would authorize total funding of \$1.8 billion over the 2004–2008 period assuming that “such sums” amounts provided after 2004 are adjusted for inflation. If the authorized amounts are appropriated, outlays would increase by \$11 million in the first year and by \$1.3 billion over the five-year period.

When the 2004 authorized amounts are specified, CBO’s estimate of authorized levels is the amount for 2004 adjusted for inflation in later years. When the programs are authorized at such sums as may be necessary in 2004, the 2004 authorized amount is the 2003 appropriated amount inflated. The estimated outlays reflect historical rates of spending for the affected programs.

#### *Teacher quality enhancement grants*

H.R. 2211 would revise and reauthorize the Teacher Quality Enhancement Grant program. The program includes three kinds of programs—a state grant program, partnership grants, and teacher recruitment grants. The program provides funds to states and other organizations to increase the number of highly qualified teachers.

The bill would authorize an additional \$209 million (for a total of \$300 million) in 2004 and such sums as may be necessary in years 2005 through 2008 for all three programs. CBO estimates the total authorization for the 2004–2008 period would be about \$1.5 billion, assuming adjustments for inflation, with resulting outlays of \$1.05 billion over those five years. The program is funded at \$89 million in 2003.

#### *Preparing tomorrow’s teachers for technology*

The bill would extend authorizations of appropriations in the Preparing Tomorrow’s Teachers for Technology program from 2003 through 2008. The program supports the training of prospective teachers to use advanced technology in teaching by funding consortia that include at least one higher education institution that prepares students for teaching.

The bill would reauthorize the program at such sums as may be necessary for each of the five years. For this program, CBO estimates the total authorization for the 2004–2008 period would be \$266 million, assuming adjustments for inflation, with resulting outlays of \$177 million over those five years. The program is funded at \$62 million in 2003.

#### *Centers of Excellence*

H.R. 2211 would establish a new grant program to create Centers of Excellence at higher education institutions that historically have served minority populations. The program would award competitive grants to institutions to help recruit and prepare minority teachers. The Centers could do a variety of activities such as retraining faculty, designing teacher preparation programs, and developing and implementing initiatives to promote retention of minority teachers. The bill would authorize \$10 million in 2004 and such sums as may be necessary in years 2005–2008 for the Centers.

CBO estimates the total authorization for the 2004–2008 period would be \$52 million, assuming adjustments for inflation, with resulting outlays of about \$38 million over those five years.

Intergovernmental and private-sector impact: H.R. 2211 contains no intergovernmental or private-sector mandates as defined in UMRA. The bill would benefit state and local education agencies and institutions of higher education by authorizing grants to recruit teachers and improve teacher preparation programs. Any costs incurred by state and local governments would be conditions of this aid. The bill also would establish additional reporting requirements for alternative teacher certification programs, but only if they enroll students that receive federal assistance. The costs of these requirements would be insignificant and would result from voluntary participation in federal student aid programs.

Estimate prepared by: Federal costs: Donna Wong; Impact on state, Local, and Tribal Governments: Greg Waring; and Impact on the Private Sector: Nabeel Alsalam.

Estimate approved by: Peter H. Fontaine, Deputy Assistant Director for Budget Analysis.

#### STATEMENT OF GENERAL PERFORMANCE GOALS AND OBJECTIVES

In accordance with clause (3)(c) of House Rule XIII, the goal of H.R. 2211 is to authorize federal assistance for teacher training. The Committee expects the Department of Education to comply with H.R. 2211 and implement the changes to the law in accordance with the changes.

#### CONSTITUTIONAL AUTHORITY STATEMENT

Under clause 3(d)(1) of rule XIII of the Rules of the House of Representatives, the Committee must include a statement citing the specific powers granted to Congress in the Constitution to enact the law proposed by H.R. 2211. The Committee believes that the amendments made by this bill, which authorize appropriations for teacher training, are within Congress' authority under Article I, section 8, clause 1 of the Constitution.

#### COMMITTEE ESTIMATE

Clauses 3(d)(2) of rule XIII of the Rules of the House of Representatives requires an estimate and a comparison by the Committee of the costs that would be incurred in carrying out H.R. 2211. However, clause 3(d)(3)(B) of that rule provides that this requirement does not apply when the Committee has included in its report a timely submitted cost estimate of the bill prepared by the Director of the Congressional Budget Office under section 402 of the Congressional Budget Act.

#### CHANGES IN EXISTING LAW MADE BY THE BILL, AS REPORTED

In compliance with clause 3(e) of rule XIII of the Rules of the House of Representatives, changes in existing law made by the bill, as reported, are shown as follows (existing law proposed to be omitted is enclosed in black brackets, new matter is printed in *italic*, existing law in which no change is proposed is shown in roman):

## HIGHER EDUCATION ACT OF 1965

\* \* \* \* \*

TITLE II—TEACHER QUALITY  
ENHANCEMENT[PART A—TEACHER QUALITY ENHANCEMENT  
GRANTS FOR STATES AND PARTNERSHIPS

## [SEC. 201. PURPOSES; DEFINITIONS.

(a) PURPOSES.—The purposes of this part are to—

(1) improve student achievement;

(2) improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities;

(3) hold institutions of higher education accountable for preparing teachers who have the necessary teaching skills and are highly competent in the academic content areas in which the teachers plan to teach, such as mathematics, science, English, foreign languages, history, economics, art, civics, Government, and geography, including training in the effective uses of technology in the classroom; and

(4) recruit highly qualified individuals, including individuals from other occupations, into the teaching force.

(b) DEFINITIONS.—In this part:

(1) ARTS AND SCIENCES.—The term “arts and sciences” means—

(A) when referring to an organizational unit of an institution of higher education, any academic unit that offers 1 or more academic majors in disciplines or content areas corresponding to the academic subject matter areas in which teachers provide instruction; and

(B) when referring to a specific academic subject matter area, the disciplines or content areas in which academic majors are offered by the arts and science organizational unit.

(2) HIGH NEED LOCAL EDUCATIONAL AGENCY.—The term “high need local educational agency” means a local educational agency that serves an elementary school or secondary school located in an area in which there is—

(A) a high percentage of individuals from families with incomes below the poverty line;

(B) a high percentage of secondary school teachers not teaching in the content area in which the teachers were trained to teach; or

(C) a high teacher turnover rate.

(3) POVERTY LINE.—The term “poverty line” means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

**[SEC. 202. STATE GRANTS.**

**[(a) IN GENERAL.—**From amounts made available under section 210(1) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible States to enable the eligible States to carry out the activities described in subsection (d).

**[(b) ELIGIBLE STATE.—**

**[(1) DEFINITION.—**In this part, the term “eligible State” means—

**[(A)** the Governor of a State; or

**[(B)** in the case of a State for which the constitution or law of such State designates another individual, entity, or agency in the State to be responsible for teacher certification and preparation activity, such individual, entity, or agency.

**[(2) CONSULTATION.—**The Governor and the individual, entity, or agency designated under paragraph (1) shall consult with the Governor, State board of education, State educational agency, or State agency for higher education, as appropriate, with respect to the activities assisted under this section.

**[(3) CONSTRUCTION.—**Nothing in this subsection shall be construed to negate or supersede the legal authority under State law of any State agency, State entity, or State public official over programs that are under the jurisdiction of the agency, entity, or official.

**[(c) APPLICATION.—**To be eligible to receive a grant under this section, an eligible State shall, at the time of the initial grant application, submit an application to the Secretary that—

**[(1)** meets the requirement of this section;

**[(2)** includes a description of how the eligible State intends to use funds provided under this section; and

**[(3)** contains such other information and assurances as the Secretary may require.

**[(d) USES OF FUNDS.—**An eligible State that receives a grant under this section shall use the grant funds to reform teacher preparation requirements, and to ensure that current and future teachers possess the necessary teaching skills and academic content knowledge in the subject areas in which the teachers are assigned to teach, by carrying out 1 or more of the following activities:

**[(1) REFORMS.—**Implementing reforms that hold institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly competent in the academic content areas in which the teachers plan to teach, and possess strong teaching skills, which may include the use of rigorous subject matter competency tests and the requirement that a teacher have an academic major in the subject area, or related discipline, in which the teacher plans to teach.

**[(2) CERTIFICATION OR LICENSURE REQUIREMENTS.—**Reforming teacher certification or licensure requirements to ensure that teachers have the necessary teaching skills and academic content knowledge in the subject areas in which teachers are assigned to teach.

**[(3) ALTERNATIVES TO TRADITIONAL PREPARATION FOR TEACHING.—**Providing prospective teachers with alternatives to tradi-

tional preparation for teaching through programs at colleges of arts and sciences or at nonprofit educational organizations.

[(4) ALTERNATIVE ROUTES TO STATE CERTIFICATION.—Carrying out programs that—

[(A) include support during the initial teaching experience; and

[(B) establish, expand, or improve alternative routes to State certification of teachers for highly qualified individuals, including mid-career professionals from other occupations, paraprofessionals, former military personnel and recent college graduates with records of academic distinction.

[(5) RECRUITMENT; PAY; REMOVAL.—Developing and implementing effective mechanisms to ensure that local educational agencies and schools are able to effectively recruit highly qualified teachers, to financially reward those teachers and principals whose students have made significant progress toward high academic performance, such as through performance-based compensation systems and access to ongoing professional development opportunities for teachers and administrators, and to expeditiously remove incompetent or unqualified teachers consistent with procedures to ensure due process for the teachers.

[(6) SOCIAL PROMOTION.—Development and implementation of efforts to address the problem of social promotion and to prepare teachers to effectively address the issues raised by ending the practice of social promotion.

[(7) RECRUITMENT.—Activities described in section 204(d).

**[SEC. 203. PARTNERSHIP GRANTS.**

[(a) GRANTS.—From amounts made available under section 210(2) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible partnerships to enable the eligible partnerships to carry out the activities described in subsections (d) and (e).

[(b) DEFINITIONS.—

[(1) ELIGIBLE PARTNERSHIPS.—In this part, the term “eligible partnerships” means an entity that—

[(A) shall include—

[(i) a partner institution;

[(ii) a school of arts and sciences; and

[(iii) a high need local educational agency; and

[(B) may include a Governor, State educational agency, the State board of education, the State agency for higher education, an institution of higher education not described in subparagraph (A), a public charter school, a public or private elementary school or secondary school, a public or private nonprofit educational organization, a business, a teacher organization, or a prekindergarten program.

[(2) PARTNER INSTITUTION.—In this section, the term “partner institution” means a private independent or State-supported public institution of higher education, the teacher training program of which demonstrates that—

[(A) graduates from the teacher training program exhibit strong performance on State-determined qualifying assessments for new teachers through—

[(i) demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher's subject matter knowledge in the content area or areas in which the teacher intends to teach; or

[(ii) being ranked among the highest-performing teacher preparation programs in the State as determined by the State—

[(I) using criteria consistent with the requirements for the State report card under section 207(b); and

[(II) using the State report card on teacher preparation required under section 207(b), after the first publication of such report card and for every year thereafter; or

[(B) the teacher training program requires all the students of the program to participate in intensive clinical experience, to meet high academic standards, and—

[(i) in the case of secondary school candidates, to successfully complete an academic major in the subject area in which the candidate intends to teach or to demonstrate competence through a high level of performance in relevant content areas; and

[(ii) in the case of elementary school candidates, to successfully complete an academic major in the arts and sciences or to demonstrate competence through a high level of performance in core academic subject areas.

[(c) APPLICATION.—Each eligible partnership desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall—

[(1) contain a needs assessment of all the partners with respect to teaching and learning and a description of how the partnership will coordinate with other teacher training or professional development programs, and how the activities of the partnership will be consistent with State, local, and other education reform activities that promote student achievement;

[(2) contain a resource assessment that describes the resources available to the partnership, the intended use of the grant funds, including a description of how the grant funds will be fairly distributed in accordance with subsection (f), and the commitment of the resources of the partnership to the activities assisted under this part, including financial support, faculty participation, time commitments, and continuation of the activities when the grant ends; and

[(3) contain a description of—

[(A) how the partnership will meet the purposes of this part;

[(B) how the partnership will carry out the activities required under subsection (d) and any permissible activities under subsection (e); and



[(C) the partnership's evaluation plan pursuant to section 206(b).

[(d) REQUIRED USES OF FUNDS.—An eligible partnership that receives a grant under this section shall use the grant funds to carry out the following activities:

[(1) REFORMS.—Implementing reforms within teacher preparation programs to hold the programs accountable for preparing teachers who are highly competent in the academic content areas in which the teachers plan to teach, and for promoting strong teaching skills, including working with a school of arts and sciences and integrating reliable research-based teaching methods into the curriculum, which curriculum shall include programs designed to successfully integrate technology into teaching and learning.

[(2) CLINICAL EXPERIENCE AND INTERACTION.—Providing sustained and high quality preservice clinical experience including the mentoring of prospective teachers by veteran teachers, and substantially increasing interaction between faculty at institutions of higher education and new and experienced teachers, principals, and other administrators at elementary schools or secondary schools, and providing support, including preparation time, for such interaction.

[(3) PROFESSIONAL DEVELOPMENT.—Creating opportunities for enhanced and ongoing professional development that improves the academic content knowledge of teachers in the subject areas in which the teachers are certified to teach or in which the teachers are working toward certification to teach, and that promotes strong teaching skills.

[(e) ALLOWABLE USES OF FUNDS.—An eligible partnership that receives a grant under this section may use such funds to carry out the following activities:

[(1) TEACHER PREPARATION AND PARENT INVOLVEMENT.—Preparing teachers to work with diverse student populations, including individuals with disabilities and limited English proficient individuals, and involving parents in the teacher preparation program reform process.

[(2) DISSEMINATION AND COORDINATION.—Broadly disseminating information on effective practices used by the partnership, and coordinating with the activities of the Governor, State board of education, State higher education agency, and State educational agency, as appropriate.

[(3) MANAGERIAL AND LEADERSHIP SKILLS.—Developing and implementing proven mechanisms to provide principals and superintendents with effective managerial and leadership skills that result in increased student achievement.

[(4) TEACHER RECRUITMENT.—Activities described in section 204(d).

[(f) SPECIAL RULE.—No individual member of an eligible partnership shall retain more than 50 percent of the funds made available to the partnership under this section.

[(g) CONSTRUCTION.—Nothing in this section shall be construed to prohibit an eligible partnership from using grant funds to coordinate with the activities of more than one Governor, State board of education, State educational agency, local educational agency, or State agency for higher education.

**[SEC. 204. TEACHER RECRUITMENT GRANTS.**

[(a) PROGRAM AUTHORIZED.—From amounts made available under section 210(3) for a fiscal year, the Secretary is authorized to award grants, on a competitive basis, to eligible applicants to enable the eligible applicants to carry out activities described in subsection (d).

[(b) ELIGIBLE APPLICANT DEFINED.—In this part, the term “eligible applicant” means—

[(1) an eligible State described in section 202(b); or

[(2) an eligible partnership described in section 203(b).

[(c) APPLICATION.—Any eligible applicant desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require, including—

[(1) a description of the assessment that the eligible applicant, and the other entities with whom the eligible applicant will carry out the grant activities, have undertaken to determine the most critical needs of the participating high-need local educational agencies;

[(2) a description of the activities the eligible applicant will carry out with the grant; and

[(3) a description of the eligible applicant’s plan for continuing the activities carried out with the grant, once Federal funding ceases.

[(d) USES OF FUNDS.—Each eligible applicant receiving a grant under this section shall use the grant funds—

[(1)(A) to award scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;

[(B) to provide support services, if needed to enable scholarship recipients to complete postsecondary education programs; and

[(C) for followup services provided to former scholarship recipients during the recipients first 3 years of teaching; or

[(2) to develop and implement effective mechanisms to ensure that high need local educational agencies and schools are able to effectively recruit highly qualified teachers.

[(e) SERVICE REQUIREMENTS.—The Secretary shall establish such requirements as the Secretary finds necessary to ensure that recipients of scholarships under this section who complete teacher education programs subsequently teach in a high-need local educational agency, for a period of time equivalent to the period for which the recipients receive scholarship assistance, or repay the amount of the scholarship. The Secretary shall use any such repayments to carry out additional activities under this section.

**[SEC. 205. ADMINISTRATIVE PROVISIONS.**

[(a) DURATION; ONE-TIME AWARDS; PAYMENTS.—

[(1) DURATION.—

[(A) ELIGIBLE STATES AND ELIGIBLE APPLICANTS.—Grants awarded to eligible States and eligible applicants under this part shall be awarded for a period not to exceed 3 years.

[(B) ELIGIBLE PARTNERSHIPS.—Grants awarded to eligible partnerships under this part shall be awarded for a period of 5 years.

[(2) ONE-TIME AWARD.—An eligible State and an eligible partnership may receive a grant under each of sections 202, 203, and 204 only once.

[(3) PAYMENTS.—The Secretary shall make annual payments of grant funds awarded under this part.

[(b) PEER REVIEW.—

[(1) PANEL.—The Secretary shall provide the applications submitted under this part to a peer review panel for evaluation. With respect to each application, the peer review panel shall initially recommend the application for funding or for disapproval.

[(2) PRIORITY.—In recommending applications to the Secretary for funding under this part, the panel shall—

[(A) with respect to grants under section 202, give priority to eligible States serving States that—

[(i) have initiatives to reform State teacher certification requirements that are designed to ensure that current and future teachers possess the necessary teaching skills and academic content knowledge in the subject areas in which the teachers are certified or licensed to teach;

[(ii) include innovative reforms to hold institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly competent in the academic content area in which the teachers plan to teach and have strong teaching skills; or

[(iii) involve the development of innovative efforts aimed at reducing the shortage of highly qualified teachers in high poverty urban and rural areas;

[(B) with respect to grants under section 203—

[(i) give priority to applications from eligible partnerships that involve businesses; and

[(ii) take into consideration—

[(I) providing an equitable geographic distribution of the grants throughout the United States; and

[(II) the potential of the proposed activities for creating improvement and positive change.

[(3) SECRETARIAL SELECTION.—The Secretary shall determine, based on the peer review process, which application shall receive funding and the amounts of the grants. In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this part and the types of activities proposed to be carried out.

[(c) MATCHING REQUIREMENTS.—

[(1) STATE GRANTS.—Each eligible State receiving a grant under section 202 or 204 shall provide, from non-Federal sources, an amount equal to 50 percent of the amount of the grant (in cash or in kind) to carry out the activities supported by the grant.

[(2) PARTNERSHIP GRANTS.—Each eligible partnership receiving a grant under section 203 or 204 shall provide, from non-Federal sources (in cash or in kind), an amount equal to 25 percent of the grant for the first year of the grant, 35 percent

of the grant for the second year of the grant, and 50 percent of the grant for each succeeding year of the grant.

[(d) **LIMITATION ON ADMINISTRATIVE EXPENSES.**—An eligible State or eligible partnership that receives a grant under this part may not use more than 2 percent of the grant funds for purposes of administering the grant.

[(e) **TEACHER QUALIFICATIONS PROVIDED TO PARENTS UPON REQUEST.**—Any local educational agency or school that benefits from the activities assisted under this part shall make available, upon request and in an understandable and uniform format, to any parent of a student attending any school served by the local educational agency, information regarding the qualification of the student's classroom teacher with regard to the subject matter in which the teacher provides instruction. The local educational agency shall inform parents that the parents are entitled to receive the information upon request.

**[SEC. 206. ACCOUNTABILITY AND EVALUATION.**

[(a) **STATE GRANT ACCOUNTABILITY REPORT.**—An eligible State that receives a grant under section 202 shall submit an annual accountability report to the Secretary, the Committee on Labor and Human Resources of the Senate, and the Committee on Education and the Workforce of the House of Representatives. Such report shall include a description of the degree to which the eligible State, in using funds provided under such section, has made substantial progress in meeting the following goals:

[(1) **STUDENT ACHIEVEMENT.**—Increasing student achievement for all students as defined by the eligible State.

[(2) **RAISING STANDARDS.**—Raising the State academic standards required to enter the teaching profession, including, where appropriate, through the use of incentives to incorporate the requirement of an academic major in the subject, or related discipline, in which the teacher plans to teach.

[(3) **INITIAL CERTIFICATION OR LICENSURE.**—Increasing success in the pass rate for initial State teacher certification or licensure, or increasing the numbers of highly qualified individuals being certified or licensed as teachers through alternative programs.

[(4) **CORE ACADEMIC SUBJECTS.**—

[(A) **SECONDARY SCHOOL CLASSES.**—Increasing the percentage of secondary school classes taught in core academic subject areas by teachers—

[(i) with academic majors in those areas or in a related field;

[(ii) who can demonstrate a high level of competence through rigorous academic subject area tests; or

[(iii) who can demonstrate competence through a high level of performance in relevant content areas.

[(B) **ELEMENTARY SCHOOL CLASSES.**—Increasing the percentage of elementary school classes taught by teachers—

[(i) with academic majors in the arts and sciences; or

[(ii) who can demonstrate competence through a high level of performance in core academic subjects.

[(5) **DECREASING TEACHER SHORTAGES.**—Decreasing shortages of qualified teachers in poor urban and rural areas.

[(6) INCREASING OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT.—Increasing opportunities for enhanced and ongoing professional development that improves the academic content knowledge of teachers in the subject areas in which the teachers are certified or licensed to teach or in which the teachers are working toward certification or licensure to teach, and that promotes strong teaching skills.

[(7) TECHNOLOGY INTEGRATION.—Increasing the number of teachers prepared to integrate technology in the classroom.

[(b) ELIGIBLE PARTNERSHIP EVALUATION.—Each eligible partnership receiving a grant under section 203 shall establish and include in the application submitted under section 203(c), an evaluation plan that includes strong performance objectives. The plan shall include objectives and measures for—

[(1) increased student achievement for all students as measured by the partnership;

[(2) increased teacher retention in the first 3 years of a teacher's career;

[(3) increased success in the pass rate for initial State certification or licensure of teachers; and

[(4) increased percentage of secondary school classes taught in core academic subject areas by teachers—

[(A) with academic majors in the areas or in a related field; and

[(B) who can demonstrate a high level of competence through rigorous academic subject area tests or who can demonstrate competence through a high level of performance in relevant content areas;

[(5) increasing the percentage of elementary school classes taught by teachers with academic majors in the arts and sciences or who demonstrate competence through a high level of performance in core academic subject areas; and

[(6) increasing the number of teachers trained in technology.

[(c) REVOCATION OF GRANT.—

[(1) REPORT.—Each eligible State or eligible partnership receiving a grant under this part shall report annually on the progress of the eligible State or eligible partnership toward meeting the purposes of this part and the goals, objectives, and measures described in subsections (a) and (b).

[(2) REVOCATION.—

[(A) ELIGIBLE STATES AND ELIGIBLE APPLICANTS.—If the Secretary determines that an eligible State or eligible applicant is not making substantial progress in meeting the purposes, goals, objectives, and measures, as appropriate, by the end of the second year of a grant under this part, then the grant payment shall not be made for the third year of the grant.

[(B) ELIGIBLE PARTNERSHIPS.—If the Secretary determines that an eligible partnership is not making substantial progress in meeting the purposes, goals, objectives, and measures, as appropriate, by the end of the third year of a grant under this part, then the grant payments shall not be made for any succeeding year of the grant.

[(d) EVALUATION AND DISSEMINATION.—The Secretary shall evaluate the activities funded under this part and report the Sec-

retary's findings regarding the activities to the Committee on Labor and Human Resources of the Senate and the Committee on Education and the Workforce of the House of Representatives. The Secretary shall broadly disseminate successful practices developed by eligible States and eligible partnerships under this part, and shall broadly disseminate information regarding such practices that were found to be ineffective.

**[SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS.**

**[(a) DEVELOPMENT OF DEFINITIONS AND REPORTING METHODS.—** Within 9 months of the date of enactment of the Higher Education Amendments of 1998, the Commissioner of the National Center for Education Statistics, in consultation with States and institutions of higher education, shall develop key definitions for terms, and uniform reporting methods (including the key definitions for the consistent reporting of pass rates), related to the performance of elementary school and secondary school teacher preparation programs.

**[(b) STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION.—** Each State that receives funds under this Act shall provide to the Secretary, within 2 years of the date of enactment of the Higher Education Amendments of 1998, and annually thereafter, in a uniform and comprehensible manner that conforms with the definitions and methods established in subsection (a), a State report card on the quality of teacher preparation in the State, which shall include at least the following:

**[(1)** A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State.

**[(2)** The standards and criteria that prospective teachers must meet in order to attain initial teacher certification or licensure and to be certified or licensed to teach particular subjects or in particular grades within the State.

**[(3)** A description of the extent to which the assessments and requirements described in paragraph (1) are aligned with the State's standards and assessments for students.

**[(4)** The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, and the passing score on each assessment that determines whether a candidate has passed that assessment.

**[(5)** The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that State from which the teacher candidate received the candidate's most recent degree, which shall be made available widely and publicly.

**[(6)** Information on the extent to which teachers in the State are given waivers of State certification or licensure requirements, including the proportion of such teachers distributed across high- and low-poverty school districts and across subject areas.

**[(7)** A description of each State's alternative routes to teacher certification, if any, and the percentage of teachers certified through alternative certification routes who pass State teacher certification or licensure assessments.

[(8) For each State, a description of proposed criteria for assessing the performance of teacher preparation programs within institutions of higher education in the State, including indicators of teacher candidate knowledge and skills.

[(9) Information on the extent to which teachers or prospective teachers in each State are required to take examinations or other assessments of their subject matter knowledge in the area or areas in which the teachers provide instruction, the standards established for passing any such assessments, and the extent to which teachers or prospective teachers are required to receive a passing score on such assessments in order to teach in specific subject areas or grade levels.

[(c) INITIAL REPORT.—

[(1) IN GENERAL.—Each State that receives funds under this Act, not later than 6 months of the date of enactment of the Higher Education Amendments of 1998 and in a uniform and comprehensible manner, shall submit to the Secretary the information described in paragraphs (1), (5), and (6) of subsection (b). Such information shall be compiled by the Secretary and submitted to the Committee on Labor and Human Resources of the Senate and the Committee on Education and the Workforce of the House of Representatives not later than 9 months after the date of enactment of the Higher Education Amendments of 1998.

[(2) CONSTRUCTION.—Nothing in this subsection shall be construed to require a State to gather information that is not in the possession of the State or the teacher preparation programs in the State, or readily available to the State or teacher preparation programs.

[(d) REPORT OF THE SECRETARY ON THE QUALITY OF TEACHER PREPARATION.—

[(1) REPORT CARD.—The Secretary shall provide to Congress, and publish and make widely available, a report card on teacher qualifications and preparation in the United States, including all the information reported in paragraphs (1) through (9) of subsection (b). Such report shall identify States for which eligible States and eligible partnerships received a grant under this part. Such report shall be so provided, published and made available not later than 2 years 6 months after the date of enactment of the Higher Education Amendments of 1998 and annually thereafter.

[(2) REPORT TO CONGRESS.—The Secretary shall report to Congress—

[(A) a comparison of States' efforts to improve teaching quality; and

[(B) regarding the national mean and median scores on any standardized test that is used in more than 1 State for teacher certification or licensure.

[(3) SPECIAL RULE.—In the case of teacher preparation programs with fewer than 10 graduates taking any single initial teacher certification or licensure assessment during an academic year, the Secretary shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

[(e) COORDINATION.—The Secretary, to the extent practicable, shall coordinate the information collected and published under this part among States for individuals who took State teacher certification or licensure assessments in a State other than the State in which the individual received the individual's most recent degree.

[(f) INSTITUTIONAL REPORT CARDS ON THE QUALITY OF TEACHER PREPARATION.—

[(1) REPORT CARD.—Each institution of higher education that conducts a teacher preparation program that enrolls students receiving Federal assistance under this Act, not later than 18 months after the date of enactment of the Higher Education Amendments of 1998 and annually thereafter, shall report to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established under subsection (a), the following information:

[(A) PASS RATE.—(i) For the most recent year for which the information is available, the pass rate of the institution's graduates on the teacher certification or licensure assessments of the State in which the institution is located, but only for those students who took those assessments within 3 years of completing the program.

[(ii) A comparison of the program's pass rate with the average pass rate for programs in the State.

[(iii) In the case of teacher preparation programs with fewer than 10 graduates taking any single initial teacher certification or licensure assessment during an academic year, the institution shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

[(B) PROGRAM INFORMATION.—The number of students in the program, the average number of hours of supervised practice teaching required for those in the program, and the faculty-student ratio in supervised practice teaching.

[(C) STATEMENT.—In States that approve or accredit teacher education programs, a statement of whether the institution's program is so approved or accredited.

[(D) DESIGNATION AS LOW-PERFORMING.—Whether the program has been designated as low-performing by the State under section 208(a).

[(2) REQUIREMENT.—The information described in paragraph (1) shall be reported through publications such as school catalogs and promotional materials sent to potential applicants, secondary school guidance counselors, and prospective employers of the institution's program graduates.

[(3) FINES.—In addition to the actions authorized in section 487(c), the Secretary may impose a fine not to exceed \$25,000 on an institution of higher education for failure to provide the information described in this subsection in a timely or accurate manner.

#### [SEC. 208. STATE FUNCTIONS.

[(a) STATE ASSESSMENT.—In order to receive funds under this Act, a State, not later than 2 years after the date of enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical



assistance, low-performing programs of teacher preparation within institutions of higher education. Such State shall provide the Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the State and may include criteria based upon information collected pursuant to this part. Such assessment shall be described in the report under section 207(b).

[(b) TERMINATION OF ELIGIBILITY.—Any institution of higher education that offers a program of teacher preparation in which the State has withdrawn the State’s approval or terminated the State’s financial support due to the low performance of the institution’s teacher preparation program based upon the State assessment described in subsection (a)—

[(1) shall be ineligible for any funding for professional development activities awarded by the Department of Education; and

[(2) shall not be permitted to accept or enroll any student that receives aid under title IV of this Act in the institution’s teacher preparation program.

[(c) NEGOTIATED RULEMAKING.—If the Secretary develops any regulations implementing subsection (b)(2), the Secretary shall submit such proposed regulations to a negotiated rulemaking process, which shall include representatives of States, institutions of higher education, and educational and student organizations.

#### **[SEC. 209. GENERAL PROVISIONS.**

[(a) METHODS.—In complying with sections 207 and 208, the Secretary shall ensure that States and institutions of higher education use fair and equitable methods in reporting and that the reporting methods protect the privacy of individuals.

[(b) SPECIAL RULE.—For each State in which there are no State certification or licensure assessments, or for States that do not set minimum performance levels on those assessments—

[(1) the Secretary shall, to the extent practicable, collect data comparable to the data required under this part from States, local educational agencies, institutions of higher education, or other entities that administer such assessments to teachers or prospective teachers; and

[(2) notwithstanding any other provision of this part, the Secretary shall use such data to carry out requirements of this part related to assessments or pass rates.

[(c) LIMITATIONS.—

[(1) FEDERAL CONTROL PROHIBITED.—Nothing in this part shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to prohibit private, religious, or home schools from participation in programs or services under this part.

[(2) NO CHANGE IN STATE CONTROL ENCOURAGED OR REQUIRED.—Nothing in this part shall be construed to encourage or require any change in a State’s treatment of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law.

[(3) NATIONAL SYSTEM OF TEACHER CERTIFICATION PROHIBITED.—Nothing in this part shall be construed to permit, allow, encourage, or authorize the Secretary to establish or support any national system of teacher certification.]

**[SEC. 210. AUTHORIZATION OF APPROPRIATIONS.]**

【There are authorized to be appropriated to carry out this part \$300,000,000 for fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years, of which—

【(1) 45 percent shall be available for each fiscal year to award grants under section 202;

【(2) 45 percent shall be available for each fiscal year to award grants under section 203; and

【(3) 10 percent shall be available for each fiscal year to award grants under section 204.】

**PART A—TEACHER QUALITY ENHANCEMENT  
GRANTS FOR STATES AND PARTNERSHIPS**

**SEC. 201. PURPOSES; DEFINITIONS.**

(a) *PURPOSES.*—*The purposes of this part are to—*

*(1) improve student academic achievement;*

*(2) improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities;*

*(3) hold institutions of higher education accountable for preparing highly qualified teachers; and*

*(4) recruit qualified individuals, including minorities and individuals from other occupations, into the teaching force.*

(b) *DEFINITIONS.*—*In this part:*

*(1) ARTS AND SCIENCES.*—*The term “arts and sciences” means—*

*(A) when referring to an organizational unit of an institution of higher education, any academic unit that offers 1 or more academic majors in disciplines or content areas corresponding to the academic subject matter areas in which teachers provide instruction; and*

*(B) when referring to a specific academic subject matter area, the disciplines or content areas in which academic majors are offered by the arts and science organizational unit.*

*(2) EXEMPLARY TEACHER.*—*The term “exemplary teacher” has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).*

*(3) HIGHLY QUALIFIED.*—*The term “highly qualified” has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).*

*(4) HIGH-NEED LOCAL EDUCATIONAL AGENCY.*—*The term “high-need local educational agency” means a local educational agency—*

*(A)(i)(I) that serves not fewer than 10,000 children from families with incomes below the poverty line; or*

*(II) for which not less than 25 percent of the children served by the agency are from families with incomes below the poverty line;*

(ii) that is among those serving the highest number or percentage of children from families with incomes below the poverty line in the State, but this clause applies only in a State that has no local educational agency meeting the requirements of clause (i); or

(iii) with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools are designated with a school locale code of 7, as determined by the Secretary; and

(B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or

(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

(5) **POVERTY LINE.**—The term “poverty line” means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

(6) **PROFESSIONAL DEVELOPMENT.**—The term “professional development” has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(7) **SCIENTIFICALLY BASED READING RESEARCH.**—The term “scientifically based reading research” has the meaning given such term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).

(8) **SCIENTIFICALLY BASED RESEARCH.**—The term “scientifically based research” has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(9) **TEACHING SKILLS.**—The term “teaching skills” means skills that—

(A) are based on scientifically based research;

(B) enable teachers to effectively convey and explain subject matter content;

(C) lead to increased student academic achievement; and

(D) use strategies that—

(i) are specific to subject matter;

(ii) include ongoing assessment of student learning;

(iii) focus on identification and tailoring of academic instruction to students’s specific learning needs; and

(iv) focus on classroom management.

#### **SEC. 202. STATE GRANTS.**

(a) **IN GENERAL.**—From amounts made available under section 210(1) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible States to enable the eligible States to carry out the activities described in subsection (d).

(b) **ELIGIBLE STATE.**—

(1) **DEFINITION.**—In this part, the term “eligible State” means—

(A) the Governor of a State; or

(B) in the case of a State for which the constitution or law of such State designates another individual, entity, or agency in the State to be responsible for teacher certification and preparation activity, such individual, entity, or agency.

(2) *CONSULTATION.*—The Governor or the individual, entity, or agency designated under paragraph (1) shall consult with the Governor, State board of education, State educational agency, or State agency for higher education, as appropriate, with respect to the activities assisted under this section.

(3) *CONSTRUCTION.*—Nothing in this subsection shall be construed to negate or supersede the legal authority under State law of any State agency, State entity, or State public official over programs that are under the jurisdiction of the agency, entity, or official.

(c) *APPLICATION.*—To be eligible to receive a grant under this section, an eligible State shall, at the time of the initial grant application, submit an application to the Secretary that—

(1) meets the requirement of this section;

(2) demonstrates that the State is in full compliance with sections 207 and 208;

(3) includes a description of how the eligible State intends to use funds provided under this section;

(4) includes measurable objectives for the use of the funds provided under the grant;

(5) demonstrates the State has submitted and is actively implementing a plan that meets the requirements of sections 1111(h)(1)(C)(viii) and 1119 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(h)(1)(C)(viii) and 6319); and

(6) contains such other information and assurances as the Secretary may require.

(d) *USES OF FUNDS.*—An eligible State that receives a grant under this section shall use the grant funds to reform teacher preparation requirements, to coordinate with State activities under section 2113(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6613(c)), and to ensure that current and future teachers are highly qualified, by carrying out one or more of the following activities:

(1) *REFORMS.*—Ensuring that all teacher preparation programs in the State are preparing teachers who are highly qualified, and are able to use advanced technology effectively in the classroom, including use for instructional techniques to improve student academic achievement, by assisting such programs—

(A) to retrain faculty; and

(B) to design (or redesign) teacher preparation programs so they—

(i) are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards; and

(ii) promote strong teaching skills.

(2) *CERTIFICATION OR LICENSURE REQUIREMENTS.*—Reforming teacher certification (including recertification) or licensing requirements to ensure that—

(A) *teachers have the subject matter knowledge and teaching skills in the academic subjects that the teachers teach necessary to help students meet challenging State student academic achievement standards; and*

(B) *such requirements are aligned with challenging State academic content standards.*

(3) *ALTERNATIVES TO TRADITIONAL TEACHER PREPARATION AND STATE CERTIFICATION.—Providing prospective teachers with alternative routes to State certification and traditional preparation to become highly qualified teachers through—*

(A) *innovative approaches that reduce unnecessary barriers to State certification while producing highly qualified teachers;*

(B) *programs that provide support to teachers during their initial years in the profession; and*

(C) *alternative routes to State certification of teachers for qualified individuals, including mid-career professionals from other occupations, former military personnel, and recent college graduates with records of academic distinction.*

(4) *INNOVATIVE PROGRAMS.—Planning and implementing innovative and experimental programs to enhance the ability of institutions of higher education to prepare highly qualified teachers, such as charter colleges of education or university and local educational agency partnership schools, that—*

(A) *permit flexibility in meeting State requirements as long as graduates, during their initial years in the profession, increase student academic achievement;*

(B) *provide long-term data gathered from teachers' performance over multiple years in the classroom on the ability to increase student academic achievement;*

(C) *ensure high-quality preparation of teachers from underrepresented groups; and*

(D) *create performance measures that can be used to document the effectiveness of innovative methods for preparing highly qualified teachers.*

(5) *MERIT PAY.—Developing, or assisting local educational agencies in developing—*

(A) *merit-based performance systems that reward teachers who increase student academic achievement; and*

(B) *strategies that provide differential and bonus pay in high-need local educational agencies to retain—*

(i) *principals;*

(ii) *highly qualified teachers who teach in high-need academic subjects, such as reading, mathematics, and science;*

(iii) *highly qualified teachers who teach in schools identified for school improvement under section 1116(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6316(b));*

(iv) *special education teachers;*

(v) *teachers specializing in teaching limited English proficient children; and*

(vi) *highly qualified teachers in urban and rural schools or districts.*

(6) *TEACHER ADVANCEMENT.*—Developing, or assisting local educational agencies in developing, teacher advancement and retention initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a highly qualified mentor teacher or exemplary teacher) and pay differentiation.

(7) *TEACHER REMOVAL.*—Developing and implementing effective mechanisms to ensure that local educational agencies and schools are able to remove expeditiously incompetent or unqualified teachers consistent with procedures to ensure due process for the teachers.

(8) *TECHNICAL ASSISTANCE.*—Providing technical assistance to low-performing teacher preparation programs within institutions of higher education identified under section 208(a).

(9) *TEACHER EFFECTIVENESS.*—Developing—

(A) systems to measure the effectiveness of teacher preparation programs and professional development programs; and

(B) strategies to document gains in student academic achievement or increases in teacher mastery of the academic subjects the teachers teach as a result of such programs.

(10) *TEACHER RECRUITMENT AND RETENTION.*—Undertaking activities that—

(A) develop and implement effective mechanisms to ensure that local educational agencies and schools are able effectively to recruit and retain highly qualified teachers; or

(B) are described in section 204(d).

(11) *PRESCHOOL TEACHERS.*—Developing strategies—

(A) to improve the qualifications of preschool teachers, which may include State certification for such teachers; and

(B) to improve and expand preschool teacher preparation programs.

(e) *EVALUATION.*—

(1) *EVALUATION SYSTEM.*—An eligible State that receives a grant under this section shall develop and utilize a system to evaluate annually the effectiveness of teacher preparation programs and professional development activities within the State in producing gains in—

(A) the teacher's annual contribution to improving student academic achievement, as measured by State academic assessments required under section 1111(b)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(3)); and

(B) teacher mastery of the academic subjects they teach, as measured by pre- and post-participation tests of teacher knowledge, as appropriate.

(2) *USE OF EVALUATION SYSTEM.*—Such evaluation system shall be used by the State to evaluate—

(A) activities carried out using funds provided under this section; and

(B) the quality of its teacher education programs.

(3) *PUBLIC REPORTING.*—The State shall make the information described in paragraph (1) widely available through public

means, such as posting on the Internet, distribution to the media, and distribution through public agencies.

**SEC. 203. PARTNERSHIP GRANTS.**

(a) *GRANTS.*—From amounts made available under section 210(2) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible partnerships to enable the eligible partnerships to carry out the activities described in subsections (d) and (e).

(b) *DEFINITIONS.*—

(1) *ELIGIBLE PARTNERSHIPS.*—In this part, the term “eligible partnership” means an entity that—

(A) shall include—

- (i) a partner institution;
- (ii) a school of arts and sciences;
- (iii) a high-need local educational agency; and
- (iv) a public or private educational organization; and

(B) may include a Governor, State educational agency, the State board of education, the State agency for higher education, an institution of higher education not described in subparagraph (A), a public charter school, a public or private elementary school or secondary school, a public or private educational organization, a business, a science-, mathematics-, or technology-oriented entity, a faith-based or community organization, a prekindergarten program, a teacher organization, an education service agency, a consortia of local educational agencies, or a nonprofit telecommunications entity.

(2) *PARTNER INSTITUTION.*—In this section, the term “partner institution” means an institution of higher education, the teacher training program of which demonstrates that—

(A) graduates from the teacher training program exhibit strong performance on State-determined qualifying assessments for new teachers through—

(i) demonstrating that the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher’s subject matter knowledge in the content area or areas in which the teacher intends to teach; or

(ii) being ranked among the highest-performing teacher preparation programs in the State as determined by the State—

(I) using criteria consistent with the requirements for the State report card under section 207(a); and

(II) using the State report card on teacher preparation required under section 207(a); or

(B) the teacher training program requires all the students of the program to participate in intensive clinical experience, to meet high academic standards, and—

(i) in the case of secondary school candidates, to successfully complete an academic major in the subject area in which the candidate intends to teach or to dem-

onstrate competence through a high level of performance in relevant content areas; and

(ii) in the case of elementary school candidates, to successfully complete an academic major in the arts and sciences or to demonstrate competence through a high level of performance in core academic subject areas.

(c) *APPLICATION.*—Each eligible partnership desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall—

(1) contain a needs assessment of all the partners with respect to teaching and learning and a description of how the partnership will coordinate with other teacher training or professional development programs, and how the activities of the partnership will be consistent with State, local, and other education reform activities that promote student academic achievement;

(2) contain a resource assessment that describes the resources available to the partnership, the intended use of the grant funds, including a description of how the grant funds will be fairly distributed in accordance with subsection (f), and the commitment of the resources of the partnership to the activities assisted under this part, including financial support, faculty participation, time commitments, and continuation of the activities when the grant ends; and

(3) contain a description of—

(A) how the partnership will meet the purposes of this part;

(B) how the partnership will carry out the activities required under subsection (d) and any permissible activities under subsection (e);

(C) the partnership's evaluation plan pursuant to section 206(b);

(D) how faculty of the teacher preparation program at the partner institution will serve, over the term of the grant, with highly qualified teachers in the classrooms of the high-need local educational agency included in the partnership; and

(E) how the partnership will ensure that teachers in private elementary and secondary schools located in the geographic areas served by an eligible partnership under this section will participate equitably in accordance with section 9501 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7881).

(d) *REQUIRED USES OF FUNDS.*—An eligible partnership that receives a grant under this section shall use the grant funds to reform teacher preparation requirements, to coordinate with State activities under section 2113(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6613(c)), and to ensure that current and future teachers are highly qualified, by carrying out one or more of the following activities:

(1) *REFORMS.*—Implementing reforms within teacher preparation programs to ensure that such programs are preparing teachers who are highly qualified, and are able to use advanced technology effectively in the classroom, including use for in-



*structional techniques to improve student academic achievement, by—*

*(A) retraining faculty; and*

*(B) designing (or redesigning) teacher preparation programs so they—*

*(i) are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards; and*

*(ii) promote strong teaching skills.*

*(2) CLINICAL EXPERIENCE AND INTERACTION.—Providing sustained and high-quality preservice and in-service clinical experience, including the mentoring of prospective teachers by exemplary teachers, substantially increasing interaction between faculty at institutions of higher education and new and experienced teachers, principals, and other administrators at elementary schools or secondary schools, and providing support for teachers, including preparation time and release time, for such interaction.*

*(3) PROFESSIONAL DEVELOPMENT.—Creating opportunities for enhanced and ongoing professional development that improves the academic content knowledge of teachers in the subject areas in which the teachers are certified to teach or in which the teachers are working toward certification to teach, and that promotes strong teaching skills.*

*(4) TEACHER PREPARATION.—Developing, or assisting local educational agencies in developing, professional development activities that—*

*(A) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, limited English proficient students, and students with special learning needs; and*

*(B) provide training in methods of—*

*(i) improving student behavior in the classroom; and*

*(ii) identifying early and appropriate interventions to help students described in subparagraph (A) learn.*

*(e) ALLOWABLE USES OF FUNDS.—An eligible partnership that receives a grant under this section may use such funds to carry out the following activities:*

*(1) ALTERNATIVES TO TRADITIONAL TEACHER PREPARATION AND STATE CERTIFICATION.—Providing prospective teachers with alternative routes to State certification and traditional preparation to become highly qualified teachers through—*

*(A) innovative approaches that reduce unnecessary barriers to teacher preparation while producing highly qualified teachers;*

*(B) programs that provide support during a teacher's initial years in the profession; and*

*(C) alternative routes to State certification of teachers for qualified individuals, including mid-career professionals from other occupations, former military personnel, and recent college graduates with records of academic distinction.*

*(2) DISSEMINATION AND COORDINATION.—Broadly disseminating information on effective practices used by the partnership, and coordinating with the activities of the Governor, State*

board of education, State higher education agency, and State educational agency, as appropriate.

(3) **MANAGERIAL AND LEADERSHIP SKILLS.**—Developing and implementing professional development programs for principals and superintendents that enable them to be effective school leaders and prepare all students to meet challenging State academic content and student academic achievement standards.

(4) **TEACHER RECRUITMENT.**—Activities—

(A) to encourage students to become highly qualified teachers, such as extracurricular enrichment activities; and

(B) activities described in section 204(d).

(5) **CLINICAL EXPERIENCE IN SCIENCE, MATHEMATICS, AND TECHNOLOGY.**—Creating opportunities for clinical experience and training, by participation in the business, research, and work environments with professionals, in areas relating to science, mathematics, and technology for teachers and prospective teachers, including opportunities for use of laboratory equipment, in order for the teacher to return to the classroom for at least 2 years and provide instruction that will raise student academic achievement.

(6) **COORDINATION WITH COMMUNITY COLLEGES.**—Coordinating with community colleges to implement teacher preparation programs, including through distance learning, for the purposes of allowing prospective teachers—

(A) to attain a bachelor's degree and State certification or licensure; and

(B) to become highly qualified teachers.

(f) **SPECIAL RULE.**—At least 50 percent of the funds made available to an eligible partnership under this section shall be used directly to benefit the high-need local educational agency included in the partnership. Any entity described in subsection (b)(1)(A) may be the fiscal agent under this section.

(g) **CONSTRUCTION.**—Nothing in this section shall be construed to prohibit an eligible partnership from using grant funds to coordinate with the activities of more than one Governor, State board of education, State educational agency, local educational agency, or State agency for higher education.

#### **SEC. 204. TEACHER RECRUITMENT GRANTS.**

(a) **PROGRAM AUTHORIZED.**—From amounts made available under section 210(3) for a fiscal year, the Secretary is authorized to award grants, on a competitive basis, to eligible applicants to enable the eligible applicants to carry out activities described in subsection (d).

(b) **ELIGIBLE APPLICANT DEFINED.**—In this part, the term “eligible applicant” means—

(1) an eligible State described in section 202(b); or

(2) an eligible partnership described in section 203(b).

(c) **APPLICATION.**—Any eligible applicant desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require, including—

(1) a description of the assessment that the eligible applicant, and the other entities with whom the eligible applicant will carry out the grant activities, have undertaken to determine the most critical needs of the participating high-need local educational agencies;

(2) a description of the activities the eligible applicant will carry out with the grant, including the extent to which the applicant will use funds to recruit minority students to become highly qualified teachers; and

(3) a description of the eligible applicant's plan for continuing the activities carried out with the grant, once Federal funding ceases.

(d) **USES OF FUNDS.**—Each eligible applicant receiving a grant under this section shall use the grant funds—

(1)(A) to award scholarships to help students, such as individuals who have been accepted for their first year, or who are enrolled in their first or second year, of a program of undergraduate education at an institution of higher education, pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;

(B) to provide support services, if needed to enable scholarship recipients—

(i) to complete postsecondary education programs; or

(ii) to transition from a career outside of the field of education into a teaching career; and

(C) for followup services provided to former scholarship recipients during the recipients first 3 years of teaching; or

(2) to develop and implement effective mechanisms to ensure that high-need local educational agencies and schools are able effectively to recruit highly qualified teachers.

(e) **ADDITIONAL DISCRETIONARY USES OF FUNDS.**—In addition to the uses described in subsection (d), each eligible applicant receiving a grant under this section may use the grant funds to develop and implement effective mechanisms to recruit into the teaching profession employees from—

(1) high-demand industries, including technology industries; and

(2) the fields of science, mathematics, and engineering.

(f) **SERVICE REQUIREMENTS.**—

(1) **IN GENERAL.**—The Secretary shall establish such requirements as the Secretary determines necessary to ensure that recipients of scholarships under this section who complete teacher education programs—

(A) subsequently teach in a high-need local educational agency for a period of time equivalent to—

(i) one year; increased by

(ii) the period for which the recipient received scholarship assistance; or

(B) repay the amount of the scholarship.

(2) **USE OF REPAYMENTS.**—The Secretary shall use any such repayments to carry out additional activities under this section.

(g) **PRIORITY.**—The Secretary shall give priority under this section to eligible applicants who provide an assurance that they will recruit a high percentage of minority students to become highly qualified teachers.

#### **SEC. 205. ADMINISTRATIVE PROVISIONS.**

(a) **DURATION; ONE-TIME AWARDS; PAYMENTS.**—

(1) **DURATION.**—

(A) **ELIGIBLE STATES AND ELIGIBLE APPLICANTS.**—Grants awarded to eligible States and eligible applicants under

*this part shall be awarded for a period not to exceed 3 years.*

*(B) ELIGIBLE PARTNERSHIPS.—Grants awarded to eligible partnerships under this part shall be awarded for a period of 5 years.*

*(2) ONE-TIME AWARD.—An eligible partnership may receive a grant under each of sections 203 and 204, as amended by the Ready to Teach Act of 2003, only once.*

*(3) PAYMENTS.—The Secretary shall make annual payments of grant funds awarded under this part.*

*(b) PEER REVIEW.—*

*(1) PANEL.—The Secretary shall provide the applications submitted under this part to a peer review panel for evaluation. With respect to each application, the peer review panel shall initially recommend the application for funding or for disapproval.*

*(2) PRIORITY.—In recommending applications to the Secretary for funding under this part, the panel shall—*

*(A) with respect to grants under section 202, give priority to eligible States serving States that—*

*(i) have initiatives to reform State teacher certification requirements that are based on rigorous academic content, scientifically based research, including scientifically based reading research, and challenging State student academic content standards;*

*(ii) include innovative reforms to hold institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly qualified and have strong teaching skills; or*

*(iii) involve the development of innovative efforts aimed at reducing the shortage of highly qualified teachers in high poverty urban and rural areas; and*

*(B) with respect to grants under section 203—*

*(i) give priority to applications from broad-based eligible partnerships that involve businesses and community organizations; and*

*(ii) take into consideration—*

*(I) providing an equitable geographic distribution of the grants throughout the United States; and*

*(II) the potential of the proposed activities for creating improvement and positive change.*

*(3) SECRETARIAL SELECTION.—The Secretary shall determine, based on the peer review process, which application shall receive funding and the amounts of the grants. In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this part and the types of activities proposed to be carried out.*

*(c) MATCHING REQUIREMENTS.—*

*(1) STATE GRANTS.—Each eligible State receiving a grant under section 202 or 204 shall provide, from non-Federal sources, an amount equal to 50 percent of the amount of the grant (in cash or in kind) to carry out the activities supported by the grant.*

(2) *PARTNERSHIP GRANTS.*—Each eligible partnership receiving a grant under section 203 or 204 shall provide, from non-Federal sources (in cash or in kind), an amount equal to 25 percent of the grant for the first year of the grant, 35 percent of the grant for the second year of the grant, and 50 percent of the grant for each succeeding year of the grant.

(d) *LIMITATION ON ADMINISTRATIVE EXPENSES.*—An eligible State or eligible partnership that receives a grant under this part may not use more than 2 percent of the grant funds for purposes of administering the grant.

**SEC. 206. ACCOUNTABILITY AND EVALUATION.**

(a) *STATE GRANT ACCOUNTABILITY REPORT.*—An eligible State that receives a grant under section 202 shall submit an annual accountability report to the Secretary, the Committee on Health, Education, Labor, and Pensions of the Senate, and the Committee on Education and the Workforce of the House of Representatives. Such report shall include a description of the degree to which the eligible State, in using funds provided under such section, has made substantial progress in meeting the following goals:

(1) *PERCENTAGE OF HIGHLY QUALIFIED TEACHERS.*—Increasing the percentage of highly qualified teachers in the State as required by section 1119 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6319).

(2) *STUDENT ACADEMIC ACHIEVEMENT.*—Increasing student academic achievement for all students as defined by the eligible State.

(3) *RAISING STANDARDS.*—Raising the State academic standards required to enter the teaching profession as a highly qualified teacher.

(4) *INITIAL CERTIFICATION OR LICENSURE.*—Increasing success in the pass rate for initial State teacher certification or licensure, or increasing the numbers of qualified individuals being certified or licensed as teachers through alternative programs.

(5) *DECREASING TEACHER SHORTAGES.*—Decreasing shortages of highly qualified teachers in poor urban and rural areas.

(6) *INCREASING OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT.*—Increasing opportunities for enhanced and ongoing professional development that—

(A) improves the academic content knowledge of teachers in the subject areas in which the teachers are certified or licensed to teach or in which the teachers are working toward certification or licensure to teach; and

(B) promotes strong teaching skills.

(7) *TECHNOLOGY INTEGRATION.*—Increasing the number of teachers prepared effectively to integrate technology into curricula and instruction and who use technology to collect, manage, and analyze data to improve teaching, learning, and decisionmaking for the purpose of increasing student academic achievement.

(b) *ELIGIBLE PARTNERSHIP EVALUATION.*—Each eligible partnership receiving a grant under section 203 shall establish, and include in the application submitted under section 203(c), an evaluation plan that includes strong performance objectives. The plan shall include objectives and measures for—

(1) increased student achievement for all students as measured by the partnership;

(2) increased teacher retention in the first 3 years of a teacher's career;

(3) increased success in the pass rate for initial State certification or licensure of teachers;

(4) increased percentage of highly qualified teachers; and

(5) increasing the number of teachers trained effectively to integrate technology into curricula and instruction and who use technology to collect, manage, and analyze data to improve teaching, learning, and decisionmaking for the purpose of improving student academic achievement.

(c) **REVOCATION OF GRANT.**—

(1) **REPORT.**—Each eligible State or eligible partnership receiving a grant under section 202 or 203 shall report annually on the progress of the eligible State or eligible partnership toward meeting the purposes of this part and the goals, objectives, and measures described in subsections (a) and (b).

(2) **REVOCATION.**—

(A) **ELIGIBLE STATES AND ELIGIBLE APPLICANTS.**—If the Secretary determines that an eligible State or eligible applicant is not making substantial progress in meeting the purposes, goals, objectives, and measures, as appropriate, by the end of the second year of a grant under this part, then the grant payment shall not be made for the third year of the grant.

(B) **ELIGIBLE PARTNERSHIPS.**—If the Secretary determines that an eligible partnership is not making substantial progress in meeting the purposes, goals, objectives, and measures, as appropriate, by the end of the third year of a grant under this part, then the grant payments shall not be made for any succeeding year of the grant.

(d) **EVALUATION AND DISSEMINATION.**—The Secretary shall evaluate the activities funded under this part and report annually the Secretary's findings regarding the activities to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives. The Secretary shall broadly disseminate successful practices developed by eligible States and eligible partnerships under this part, and shall broadly disseminate information regarding such practices that were found to be ineffective.

**SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS.**

(a) **STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION.**—Each State that receives funds under this Act shall provide to the Secretary annually, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, a State report card on the quality of teacher preparation in the State, both for traditional certification or licensure programs and for alternative certification or licensure programs, which shall include at least the following:

(1) A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State.

(2) *The standards and criteria that prospective teachers must meet in order to attain initial teacher certification or licensure and to be certified or licensed to teach particular subjects or in particular grades within the State.*

(3) *A description of the extent to which the assessments and requirements described in paragraph (1) are aligned with the State's standards and assessments for students.*

(4) *The percentage of students who have completed at least 50 percent of the requirements for a teacher preparation program at an institution of higher education or alternative certification program and who have taken and passed each of the assessments used by the State for teacher certification and licensure, and the passing score on each assessment that determines whether a candidate has passed that assessment.*

(5) *The percentage of students who have completed at least 50 percent of the requirements for a teacher preparation program at an institution of higher education or alternative certification program and who have taken and passed each of the assessments used by the State for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that State from which the teacher candidate received the candidate's most recent degree, which shall be made available widely and publicly.*

(6) *A description of each State's alternative routes to teacher certification, if any, and the number and percentage of teachers certified through each alternative certification route who pass State teacher certification or licensure assessments.*

(7) *For each State, a description of proposed criteria for assessing the performance of teacher preparation programs in the State, including indicators of teacher candidate skills and academic content knowledge and evidence of gains in student academic achievement.*

(8) *For each teacher preparation program in the State, the number of students in the program, the average number of hours of supervised practice teaching required for those in the program, and the number of full-time equivalent faculty and students in supervised practice teaching.*

**(b) REPORT OF THE SECRETARY ON THE QUALITY OF TEACHER PREPARATION.—**

(1) **REPORT CARD.**—*The Secretary shall provide to Congress, and publish and make widely available, a report card on teacher qualifications and preparation in the United States, including all the information reported in paragraphs (1) through (8) of subsection (a). Such report shall identify States for which eligible States and eligible partnerships received a grant under this part. Such report shall be so provided, published and made available annually.*

(2) **REPORT TO CONGRESS.**—*The Secretary shall report to Congress—*

*(A) a comparison of States' efforts to improve teaching quality; and*

*(B) regarding the national mean and median scores on any standardized test that is used in more than 1 State for teacher certification or licensure.*

(3) *SPECIAL RULE.*—*In the case of programs with fewer than 10 students who have completed at least 50 percent of the requirements for a teacher preparation program taking any single initial teacher certification or licensure assessment during an academic year, the Secretary shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.*

(c) *COORDINATION.*—*The Secretary, to the extent practicable, shall coordinate the information collected and published under this part among States for individuals who took State teacher certification or licensure assessments in a State other than the State in which the individual received the individual's most recent degree.*

(d) *INSTITUTION AND PROGRAM REPORT CARDS ON QUALITY OF TEACHER PREPARATION.*—

(1) *REPORT CARD.*—*Each institution of higher education or alternative certification program that conducts a teacher preparation program that enrolls students receiving Federal assistance under this Act shall report annually to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, both for traditional certification or licensure programs and for alternative certification or licensure programs, the following information:*

(A) *PASS RATE.*—(i) *For the most recent year for which the information is available, the pass rate of each student who has completed at least 50 percent of the requirements for the teacher preparation program on the teacher certification or licensure assessments of the State in which the institution is located, but only for those students who took those assessments within 3 years of receiving a degree from the institution or completing the program.*

(ii) *A comparison of the institution or program's pass rate for students who have completed at least 50 percent of the requirements for the teacher preparation program with the average pass rate for institutions and programs in the State.*

(iii) *A comparison of the institution or program's average raw score for students who have completed at least 50 percent of the requirements for the teacher preparation program with the average raw scores for institutions and programs in the State.*

(iv) *In the case of programs with fewer than 10 students who have completed at least 50 percent of the requirements for a teacher preparation program taking any single initial teacher certification or licensure assessment during an academic year, the institution shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.*

(B) *PROGRAM INFORMATION.*—*The number of students in the program, the average number of hours of supervised practice teaching required for those in the program, and the number of full-time equivalent faculty and students in supervised practice teaching.*

(C) *STATEMENT.*—*In States that require approval or accreditation of teacher education programs, a statement of*



*whether the institution's program is so approved or accredited, and by whom.*

(D) *DESIGNATION AS LOW-PERFORMING.*—*Whether the program has been designated as low-performing by the State under section 208(a).*

(2) *REQUIREMENT.*—*The information described in paragraph (1) shall be reported through publications such as school catalogs and promotional materials sent to potential applicants, secondary school guidance counselors, and prospective employers of the institution's program graduates, including materials sent by electronic means.*

(3) *FINES.*—*In addition to the actions authorized in section 487(c), the Secretary may impose a fine not to exceed \$25,000 on an institution of higher education for failure to provide the information described in this subsection in a timely or accurate manner.*

(e) *DATA QUALITY.*—*Either—*

*(1) the Governor of the State; or*

*(2) in the case of a State for which the constitution or law of such State designates another individual, entity, or agency in the State to be responsible for teacher certification and preparation activity, such individual, entity, or agency;*

*shall attest annually, in writing, as to the reliability, validity, integrity, and accuracy of the data submitted pursuant to this section.*

#### **SEC. 208. STATE FUNCTIONS.**

(a) *STATE ASSESSMENT.*—*In order to receive funds under this Act, a State shall have in place a procedure to identify and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such State shall provide the Secretary an annual list of such low-performing institutions that includes an identification of those institutions at risk of being placed on such list. Such levels of performance shall be determined solely by the State and may include criteria based upon information collected pursuant to this part. Such assessment shall be described in the report under section 207(a).*

(b) *TERMINATION OF ELIGIBILITY.*—*Any institution of higher education that offers a program of teacher preparation in which the State has withdrawn the State's approval or terminated the State's financial support due to the low performance of the institution's teacher preparation program based upon the State assessment described in subsection (a)—*

*(1) shall be ineligible for any funding for professional development activities awarded by the Department of Education; and*

*(2) shall not be permitted to accept or enroll any student who receives aid under title IV of this Act in the institution's teacher preparation program.*

#### **SEC. 209. GENERAL PROVISIONS.**

(a) *METHODS.*—*In complying with sections 207 and 208, the Secretary shall ensure that States and institutions of higher education use fair and equitable methods in reporting and that the reporting methods do not allow identification of individuals.*

(b) *SPECIAL RULE.*—For each State in which there are no State certification or licensure assessments, or for States that do not set minimum performance levels on those assessments—

(1) the Secretary shall, to the extent practicable, collect data comparable to the data required under this part from States, local educational agencies, institutions of higher education, or other entities that administer such assessments to teachers or prospective teachers; and

(2) notwithstanding any other provision of this part, the Secretary shall use such data to carry out requirements of this part related to assessments or pass rates.

(c) *LIMITATIONS.*—

(1) *FEDERAL CONTROL PROHIBITED.*—Nothing in this part shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to prohibit private, religious, or home schools from participation in programs or services under this part.

(2) *NO CHANGE IN STATE CONTROL ENCOURAGED OR REQUIRED.*—Nothing in this part shall be construed to encourage or require any change in a State's treatment of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law.

(3) *NATIONAL SYSTEM OF TEACHER CERTIFICATION PROHIBITED.*—Nothing in this part shall be construed to permit, allow, encourage, or authorize the Secretary to establish or support any national system of teacher certification.

#### **SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

There are authorized to be appropriated to carry out this part \$300,000,000 for fiscal year 2004 and such sums as may be necessary for each of the 4 succeeding fiscal years, of which—

(1) 45 percent shall be available for each fiscal year to award grants under section 202;

(2) 45 percent shall be available for each fiscal year to award grants under section 203; and

(3) 10 percent shall be available for each fiscal year to award grants under section 204.

## **PART B—PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY**

\* \* \* \* \*

#### **SEC. 222. ELIGIBILITY.**

(a) *ELIGIBLE APPLICANTS.*—In order to receive a grant or enter into a contract or cooperative agreement under this part, an applicant shall be a consortium that includes the following:

(1) \* \* \*

\* \* \* \* \*

(3) One or more of the following entities:

(A) \* \* \*

\* \* \* \* \*

(D) A professional association, foundation, museum, library, for-profit business, public or private nonprofit organization, community-based organization, *nonprofit telecommunications entity*, or other entity, with the capacity to contribute to the technology-related reform of teacher preparation programs.

\* \* \* \* \*

#### SEC. 223. USE OF FUNDS.

(a) \* \* \*

(b) PERMISSIBLE USES.—The consortium may use funds made available under this part for a project, described in the application submitted by the consortium under this part, that carries out the purpose of this part, such as the following:

(1) Developing and implementing high-quality teacher preparation programs that enable educators—

(A) \* \* \*

\* \* \* \* \*

(E) *To use technology to collect, manage, and analyze data to improve teaching, learning, and decisionmaking for the purpose of increasing student academic achievement.*

\* \* \* \* \*

#### SEC. 224. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this part such sums as may be necessary for [each of fiscal years 2002 and 2003.] *fiscal year 2004 and each of the 4 succeeding fiscal years.*

### **PART C—CENTERS OF EXCELLENCE**

#### SEC. 231. PURPOSES; DEFINITIONS.

(a) PURPOSES.—*The purposes of this part are—*

(1) *to help recruit and prepare teachers, including minority teachers, to meet the national demand for a highly qualified teacher in every classroom; and*

(2) *to increase opportunities for Americans of all educational, ethnic, class, and geographic backgrounds to become highly qualified teachers.*

(b) DEFINITIONS.—*As used in this part:*

(1) ELIGIBLE INSTITUTION.—*The term “eligible institution” means—*

(A) *an institution of higher education that has a teacher preparation program that meets the requirements of section 203(b)(2) and that is—*

(i) *a part B institution (as defined in section 322);*

(ii) *a Hispanic-serving institution (as defined in section 502);*

(iii) *a Tribal College or University (as defined in section 316);*

(iv) *an Alaska Native-serving institution (as defined in section 317(b)); or*

(v) *a Native Hawaiian-serving institution (as defined in section 317(b));*

(B) a consortium of institutions described in subparagraph (A); or

(C) an institution described in subparagraph (A), or a consortium described in subparagraph (B), in partnership with any other institution of higher education, but only if the center of excellence established under section 232 is located at an institution described in subparagraph (A).

(2) *HIGHLY QUALIFIED*.—The term “highly qualified” has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(3) *SCIENTIFICALLY BASED READING RESEARCH*.—The term “scientifically based reading research” has the meaning given such term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).

(4) *SCIENTIFICALLY BASED RESEARCH*.—The term “scientifically based research” has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

**SEC. 232. CENTERS OF EXCELLENCE.**

(a) *PROGRAM AUTHORIZED*.—From the amounts appropriated to carry out this part, the Secretary is authorized to award competitive grants to eligible institutions to establish centers of excellence.

(b) *USE OF FUNDS*.—Grants provided by the Secretary under this part shall be used to ensure that current and future teachers are highly qualified, by carrying out one or more of the following activities:

(1) Implementing reforms within teacher preparation programs to ensure that such programs are preparing teachers who are highly qualified and are able to use advanced technology effectively in the classroom, including use for instructional techniques to improve student academic achievement, by—

(A) retraining faculty; and

(B) designing (or redesigning) teacher preparation programs that—

(i) prepare teachers to close student achievement gaps, are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards; and

(ii) promote strong teaching skills.

(2) Providing sustained and high-quality preservice clinical experience, including the mentoring of prospective teachers by exemplary teachers, substantially increasing interaction between faculty at institutions of higher education and new and experienced teachers, principals, and other administrators at elementary schools or secondary schools, and providing support, including preparation time, for such interaction.

(3) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, including minority teachers and principals, including programs that provide—

(A) teacher mentoring from exemplary teachers or principals; or

(B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively.

(4) Awarding scholarships based on financial need to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program.

(5) Disseminating information on effective practices for teacher preparation and successful teacher certification test preparation strategies.

(6) Activities authorized under sections 202, 203, and 204.

(c) *APPLICATION.*—Any eligible institution desiring a grant under this section shall submit an application to the Secretary at such a time, in such a manner, and accompanied by such information the Secretary may require.

(d) *MINIMUM GRANT AMOUNT.*—The minimum amount of each grant under this part shall be \$500,000.

(e) *LIMITATION ON ADMINISTRATIVE EXPENSES.*—An eligible institution that receives a grant under this part may not use more than 2 percent of the grant funds for purposes of administering the grant.

(f) *REGULATIONS.*—The Secretary shall prescribe such regulations as may be necessary to carry out this part.

**SEC. 233. AUTHORIZATION OF APPROPRIATIONS.**

There are authorized to be appropriated to carry out this part \$10,000,000 for fiscal year 2004 and such sums as may be necessary for each of the 4 succeeding fiscal years.

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